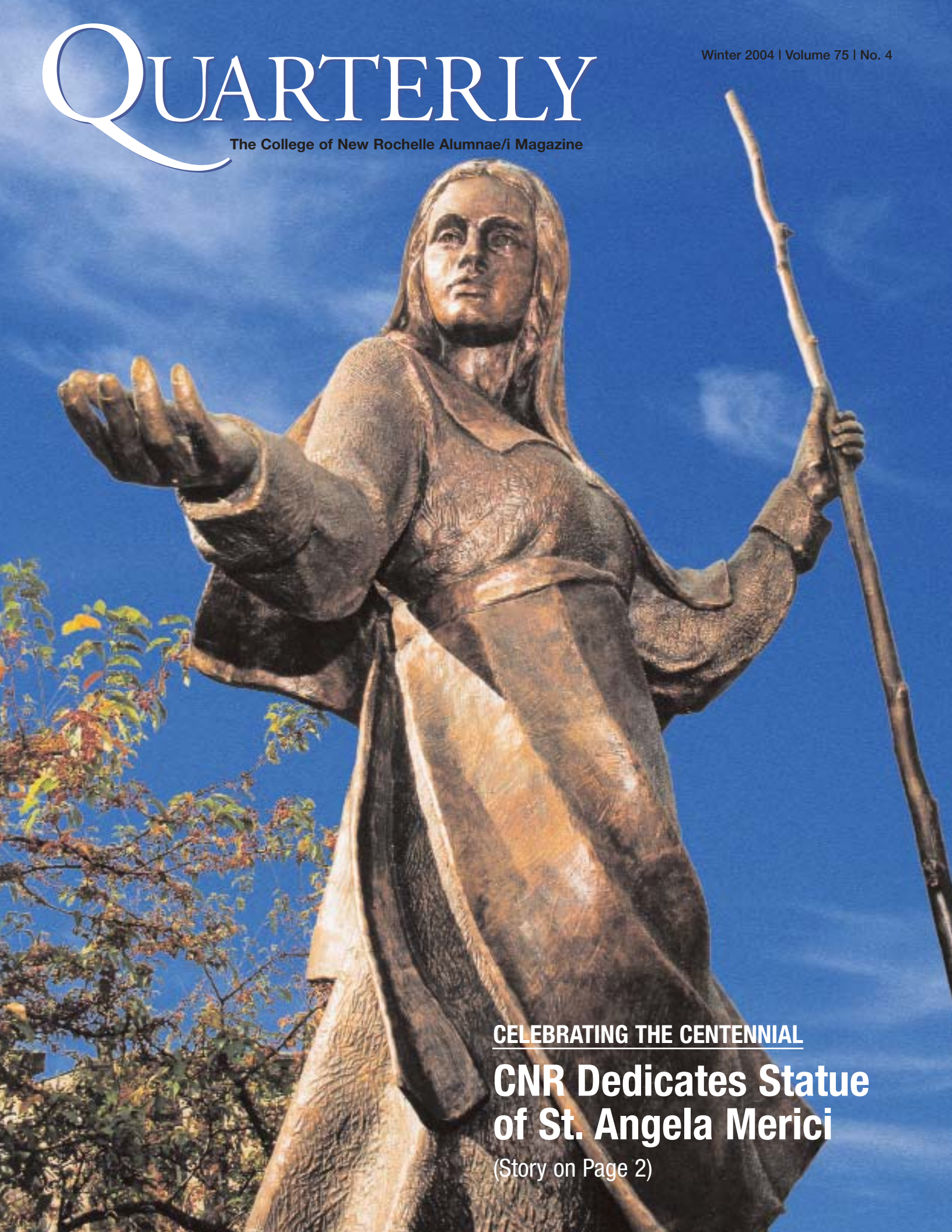


# QUARTERLY



The College of New Rochelle Alumnae/i Magazine

Winter 2004 | Volume 75 | No. 4

CELEBRATING THE CENTENNIAL

## **CNR Dedicates Statue of St. Angela Merici**

(Story on Page 2)



This particular year is a special one indeed, as it marks our 100th year as College. Isn't it extraordinary that a community can thrive for a hundred years, and for one hundred years, draw its strength and identity from core values that almost seem timeless! We are a purposeful community rooted in faith, devoted to education and the promotion of humanity, and in so being, we have had a profound influence over society for a century. This is truly extraordinary.

But it would be foolish for us to see our Centennial celebration as simply being about the past, as cherished as it may be. Our celebration must be much more about our future. We acknowledge the past because it has brought us to this moment of strength. And from this moment of strength, we plan for the next hundred years and beyond. This community is blessed with many gifts. Today, two serve us particularly well: our great capacity to fashion a vision for the future and to choose wisely the necessary strategies to put that vision into practice for generations to come. We are proud of the fact that in the College's 100 years, we didn't allow ourselves to become a dinosaur. We are not celebrating the centenary of a museum, where life has been frozen. One hundred years is wonderful, but it is wonderful because we were faithful to our history, while never being captive to it.

Our story is remarkable in American higher education: we have remained faithful by preserving the traditional concept of a liberal arts college in the model of an academic village. And, side-by-side with this model, we offer the liberal arts degree where people live and work in an urban model of higher education. Both models form the same institution. Both draw their strength from the same values. Both, together, claim thirty-eight thousand graduates who have been touched by CNR. Our graduates have taken their college experience, almost universally acknowledged to be a transforming experience, and have shared it with their families, friends, colleagues, and the world around them.

Yes, ours is an extraordinary story that began with a handful of religious women who transformed a summer home on Long Island Sound into classrooms for women. In this issue and the forthcoming issues of *Quarterly* to be published during this Centennial year, we will celebrate that extraordinary story.

In 1904, foundress Mother Irene Gill could very readily have spoken of Wisdom for Life as the goal of her pioneering institution. One hundred years later, CNR boasts four Schools, six campuses, and a student body of seven thousand, and Wisdom for Life speaks eloquently of what we have been and what we continue to be.

Sincerely,



Stephen J. Sweeny, Ph.D.  
President

# QUARTERLY

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Cover Photo: Statue of St. Angela Merici dedicated in October 2003 to commemorate the Centennial year of The College of New Rochelle. Photo by John Vecchiolla.

# Celebrating a Great Woman of Wisdom

## CNR Dedicates Statue of St. Angela Merici

BY LENORE BOYTIM CARPINELLI SAS'89

A QUIET WOMAN FROM THE COUNTRYSIDE, A SAINTLY WOMAN OF GREAT FAITH, A COMPASSIONATE WOMAN WHOSE LIFE WAS ONE OF SERVICE TO OTHERS — THIS IS ST. ANGELA MERICI, FOUNDESS OF THE ORDER OF ST. URSULA, AND THUS THE TRUE FOUNDESS OF THE COLLEGE OF NEW ROCHELLE.

In tribute to St. Angela Merici and the Ursulines that followed her for gifting the world with The College of New Rochelle, the College formally dedicated a statue of St. Angela on Founder's Day.

"How fitting it is for us in this Centennial year," said Dr. Stephen Sweeny, CNR President, during the dedication ceremony, "to recognize the place of St. Angela in our lives and in the history of this College Community. How wonderful that we will have this representation of her here in our midst."

Born around 1470 in Desenzano, Italy, the daughter of a farmer, St. Angela Merici formally devoted herself to God early in her life, becoming a member of the Third Order of St. Francis, an organization conceived by Francis of Assisi to enable lay people to devote themselves more resolutely to the service of the Church.

Faced for the first time with a city ravaged by war and spiri-



tual decay when she traveled to Brescia, Italy in 1516, St. Angela enlarged her vision of service. Within a few years, she had gathered about her a group of young men and women to nurse the sick and aid the children of Brescia. Possessing a gift for encouraging people to confide in her, she was known as a wise and affectionate counselor.

When she was nearly sixty years old, St. Angela began to form the dream of her life, a Company intended not to be a convent for women nor merely a group of women bound together by good works, but a Company "with an inner dynamic beyond its exterior apostolate."

On November 25, 1535, St. Angela gathered her companions (now 28 in number) around her, and in a simple ceremony, the members promised their fidelity by signing their names in the Book of the Company. Henceforth, they were known as the Company of St. Ursula, named for a martyr highly regarded as the patroness of youth.

Though she could not have envisioned such magnificent growth, on that day, St. Angela set forth the guidelines that have been the basis for her Company, now the Order of St. Ursula, for nearly 500 years. Today, Ursuline schools, orphanages, and missions exist throughout the world.

St. Angela lived just five years longer, dying peacefully in 1540 at approximately 70 years of age. Upon her death, the City Chronicler wrote, "...Madre Suor Angela taught far and wide the faith of the most high God and everyone loved her."

After reading these words during the dedication ceremony, Dr. Sweeny called upon Sr. Dorothy Ann Kelly, OSU, 11th president of the College and current Provincial of the Eastern Province of the Ursulines, to assist him with unveiling the statue.

Crafted of bronze and standing seven-feet high, the impressive statue was designed by Sr. Margaret Beaudette, SC, a distinguished sculptor of religious figures whose work can be seen throughout the world.

"Sr. Margaret's style is uniquely her own, emphasizing traditional figurative work with the clarity of line and form," said Dr. Sweeny. "No matter the scul-

ture, through her own personal faith and commitment, her work shows incarnational spirituality, God's love, God's compassion."

Placing a staff in her left hand, Sr. Margaret says she sought to have St. Angela, the pilgrim leader, appear en route, calling her followers forth to a lifetime of service.

In gratitude for her "great contribution to the life of this community," Dr. Sweeny presented Sr. Margaret with the College's Centennial Medal, created especially for the 100th anniversary to recognize those whose lives are marked by compassion and commitment.

Father Joseph Flynn, OFM Cap., College Chaplain, then went on to formally bless the statue with incense and holy water.

"We know that we stand in a sacred space because of those who have gone before us, who have walked these grounds, entered these classrooms, learned the lessons, and imbued this place with the spirit of St. Angela," said Fr. Joe. "So it is fitting that we have this solid sign of that presence, that peace."

Concluding the dedication, Dr. Sweeny called upon Sr. Dorothy Ann, Sr. Margaret, Sr. Jeanne Giebelhouse, OSU '65, Prioress of the Community of St. Teresa, and all members of the College Community gathered to bless the statue of St. Angela with holy water, thus bringing to a close a celebration of a simple, yet glorious life, a life of goodness, the life and legacy of St. Angela Merici, foundress of the Ursulines.



*Sr. Margaret Beaudette, SC, works in her studio in January 2003 on the clay model for the final bronze statue of St. Angela Merici.*



*Dr. Stephen Sweeny, CNR President, and Sr. Dorothy Ann Kelly, OSU, past president, unveil the statue of St. Angela Merici.*



*Father Joe Flynn, OFM Cap., Chaplain, performs the blessing.*

# A Defining Vision

By Dr. James T. Schleifer

*Currently writing a history of The College of New Rochelle, Dr. James T. Schleifer, Dean of Gill Library, spoke during Alumnae/i College weekend in June. The following are excerpts from his informative address.*

I believe that the history of the one hundred years of The College of New Rochelle can be divided into three large periods, each shaped by the defining vision of a leading figure – an Ursuline woman religious. While many other influences and currents, individuals and events played a significant part that must not be overlooked or belittled, as I interpret the history of the College, these three visions are primary.

Perhaps because of her long involvement with the requirements and standards of city and state boards of her day, Mother Irene Gill, OSU had a clear

sense of meeting the most demanding standards. She modeled her college on the best of the other women's colleges. "Plans [for the new Catholic College of Saint Angela]," according to the *New York Times* of November 7, 1904, were "calculated to place the institution on the same high plane as Barnard, Radcliffe, Smith, and Bryn Mawr Colleges for women."

The 1906 catalog declared that "This College was established and is maintained for the sole object of furnishing means and facilities for the higher education of young women. The College interprets the term, 'Higher Education of Women,' as meaning such stimulation and promotion of the physical, intellectual and moral growth and development, as shall result in complete womanhood. The college ideal of its graduates is that of a woman of culture,



of efficiency and of power, a woman capable of upholding the noblest ideals of the home and of the Church and possessed of the training that shall make her an efficient worker in society and in the professional world."

At a time when more and more young women were choosing to go to college, Mother Irene intended to have an excellent college that would provide them with a Catholic alternative to the other women's colleges in the region. She especially had young Catholic women in mind, but the College was emphatically open to all. It was an Ursuline enterprise as all the publicity made clear, but both the Board of Trustees and the faculty were primarily composed of laymen.

For her College, Mother Irene assumed a rigorous curriculum, grounded in the liberal arts; preparation for the careers that were then opening up to women, including teaching; a first-rate faculty drawn from among the best universities (including Columbia, Harvard, Johns Hopkins, NYU, and the Universities of Paris and Berlin); generous scholarship aid for those who could not otherwise afford the opportunity; active fund-raising and the development of an endowment; and top-level accreditation by the outside bodies, agencies, and institutions that then made such judgments. She also insisted on the traditional Ursuline goal of educating the whole person. And she began immediately to push individual Ursulines toward degrees so that they could in the future take more of the burden of teaching and leadership.

Of course, she did not succeed in all of this. In fact, her time and energy were soon largely taken up by new responsibilities as Provincial for the entire Eastern Province of the Ursulines of the Roman Union. But her sense of what was necessary in order to have an excellent and flourishing women's college in early twentieth-century America was remarkably clear and thorough.

On October 14, 1904, only one month after the doors opened, she wrote to Mother St. Julien, then the Prioress General of the Roman Union in Rome: "The College here is most promising and I think it will mean a great deal. So

much depends on our first years; a mistake now would be almost irremediable." A mistake is not what she had in mind. Mother Irene Gill's imprint on CNR would continue to the late 1930s.

#### **Mother St. Jean Martin's vision**

The second vision for The College of New Rochelle was that of Mother St. Jean Martin. Her concept for The College of New Rochelle was quite different. She became Mother General in 1926 and would remain so for over thirty years, until 1959.

In 1939, she arrived in the United States for a periodic visit to American Ursuline communities of the Roman Union and was forced to remain in the United States because of the outbreak of war. She stayed for over six years, eventually setting up her headquarters in Festus, Missouri.

Deeply interested in Ursuline education, she organized a special conference at the College in August 1940, which was attended by over 200 Ursulines, and wrote an important book entitled *The Ursuline Method of Education*. This volume was very influential at CNR. All through the 1940s and 1950s and even into the early 1960s, it was read, studied, and discussed at study days for Ursulines and for the entire faculty of the College.

Mother St. Jean Martin was firmly committed to several fundamental principles. She began with a re-examination and re-emphasis of the Ursuline philosophy and method of education. She believed that the Ursuline legacy of education was innovative and invaluable. Her first task was creating heightened awareness, especially among the Ursulines themselves, of Ursuline identity and tradition. It is no accident that



*Mother Irene Gill*

the official emergence of the Ursulines at The College of New Rochelle, including for example the first Ursuline President and the development of an Ursuline Board of Trustees, occurred when her vision predominated.

Within the Ursuline educational enterprise, she stressed several principles: education for girls and women; education of the whole person, including the moral and spiritual dimensions of the individual; the Ursuline educator as mother to the student; adherence to high academic standards and goals; and, more generally, the importance of the life of the mind and of intellectual achievement. She spoke and wrote about the "sacrament of knowledge." And, as Prioress General, she consistently advocated the initial and lifelong education of Ursuline women religious. She endorsed the necessity for Ursulines themselves to be well-educated, and she developed new ways to further that purpose. She encouraged a House of Studies at the College, which was a pioneering effort to foster the higher edu-

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## A Defining Vision

(continued from page 5)

cation of women religious in the United States, and she formalized the juniorate, a special period of study and reflection for Ursulines. While in the United States, she found some things she disliked about American education. It was, she asserted, far too democratic, and despite her interest in the whole person, she could never appreciate the heavy dose of physical education assumed to be essential at American schools and colleges. The American system of college and university accreditation also baffled her; she was astonished to learn that in the 1930s and early 1940s no graduate programs at Catholic institutions, except those at Catholic University, had gained approval by the Association of American Universities.

Her book was curiously dated and parochial in certain ways; her sources were, not surprisingly, heavily French, and she relied heavily on very old and extremely traditional French pedagogy. There was therefore a grave danger that her concept of Ursuline education would not entirely fit twentieth-century America.

In 1942, Mother Thomas Aquinas O'Reilly, then Dean, wrote an application to Phi Beta Kappa for establishing a chapter of the society at CNR. Understandably, her report stressed the academic, scholarly, and intellectual strengths and aspirations of the College. She knew Mother St. Jean Martin's vision of the importance of education and of the intellectual life, and believing that the Prioress General would surely resonate to her portrait of the College, she sent a copy of the application, along with the current catalogue and a long, personal cover letter to Mother St. Jean. In a summary phrase of her letter, she wrote that the essential goal was to "follow the ideals of the American college in its Catholic pattern." Imagine her surprise at the response she received.

In several blunt letters, some directly to Mother Thomas Aquinas and others to the Provincial, Mother Joan of Arc Cronin, who was responsible for appointing the Dean, the Prioress General strongly condemned the College on sev-

eral fronts. The College was clearly not sufficiently spiritual. There was too much concern about matters of academic prestige, like Phi Beta Kappa, and accreditation honors. Instead the goal should be "being the most Catholic college in the country." That should be the only honor sought. The catalogue did not highlight the Catholic nature of the College enough. Courses on religion were too few; they should be increased and taught four times a week. Too much focus was placed on the scholarship rather than on the souls of the students.

The "New Rochelle type" should not be merely as Mother Thomas Aquinas defined her, a girl, admitted on a highly selective basis, who is "refined and gentle, well set-up," with a good academic record. According to Mother St. Jean Martin, "her faith, her religious principles, her character must come first."

The lay faculty, too numerous in any case, should be more Catholic, especially anyone teaching religion courses; this remark came with specific instructions to begin to move toward a thoroughly Catholic faculty. The College was too big. The influence on the students of the Ursulines as models of spirituality needed to be greater. The College ideally should have only about 300 students rather than the more than 700 then enrolled. Certainly it must not grow larger in the future. Mother St. Jean Martin made a final point which revealed that different visions were related to different purposes. A smaller institution, she noted, might finally produce among the students the religious vocations, which were so sorely lacking at CNR. Mother St. Jean wanted more Ursulines.



*Mother St. Jean Martin*

She also pointedly reminded Mother Thomas Aquinas that real authority over the College rested with the Mother Provincial and then the Prioress or Superior of the convent, not with the Ursulines who happened to hold positions of leadership at the College. And she instructed the Provincial, Mother Joan of Arc Cronin, to take a more detailed and constant interest in what was happening at the College.

The response was strong and rapid. Although Mother Thomas Aquinas properly pointed out in a subsequent letter that her report about the College to Phi Beta Kappa only addressed those matters of interest to that society and was not therefore meant to be a complete picture, she asserted that "we will work hard on your excellent plan." The catalogue, for example, would be revised to give it "the true Catholic note." And courses on religion were given a much greater place in the curriculum. Other efforts to implement the suggestions of the Prioress General began immediately and were carried forward throughout the 1940s and beyond. "We realize,"



Mother Marietta Marinan, then the Superior, wrote to Mother St. Jean in 1946, "that we have much that needs to be brought into conformity with your wishes." And a year later, she assured the Prioress General, "we are striving to do what we can to realize your ideal that New Rochelle be a one hundred percent Catholic College."

In 1949, Mother Thomas Aquinas was not re-appointed as Dean by Mother Provincial Joan of Arc Cronin. So although the vision of Mother St. Jean Martin predominated and largely shaped the College in the middle decades, it was not without an initial competing vision offered by Mother Thomas Aquinas, who, I believe, was simply carrying forward her sense of the earlier vision of the founding generation: The College of New Rochelle was to be a first-rate Catholic women's college in the American pattern. Perhaps she took the matters of religion, of spirituality, of Catholic identity too much for granted. And I am not saying that the two visions were totally opposed; in

many respects they merely emphasized different aspects of a shared vision. But there were differences. In any case, I am sure that Mother Thomas Aquinas was thoroughly astonished by what she had stirred up. And perhaps some of us are equally astonished that someone like Mother Thomas Aquinas, seen by so many as the epitome of the traditional College of New Rochelle, was somehow found wanting. The exchange between Mother St. Jean Martin and Mother Thomas Aquinas reminds us that recent decades do not have a monopoly on questions regarding the enterprise of Catholic higher education. What is Catholic identity? What does it mean to be a Catholic college? How is a Catholic college defined? And who is to define it? These questions are complicated by our particular national context. What does it mean to be a Catholic college in the United States?

#### **Sr. Dorothy Ann Kelly's vision**

There is still the matter of the third major vision that shapes the structure of my history, the vision of Sr. Dorothy Ann Kelly.

The decade of the 1960s was transforming, not just for the Roman Catholic Church or for higher education in the United States, but for all of American society, politics, and culture. The pace and extent of change from the early 1960s to the early 1970s were astonishing. By 1970, The College of New Rochelle existed within totally different contexts and faced severe problems of community cohesion, enrollment, finances, and fundamental identity. How could the College best remain faithful to the Ursuline mission to teach women? How could the College continue

its legacy of access to a college degree for those who, like Catholic young women or working adults of Mother Irene's era, were usually left aside? How could the College uphold the Ursuline tradition of creative adaptation to changed circumstances? And how could New Rochelle continue to champion the tradition of hospitality in the broadest sense, which is of welcoming and respecting all individuals as they are?

Sr. Dorothy Ann, building of course on the ideas, work, and support of many others, saw the new racial openness of the College and the founding of the School of New Resources, in particular, and the recasting of the College into four Schools, in general, as contemporary expressions of Mother Irene's enterprise. If Mother Irene Gill is the founder, Sr. Dorothy Ann Kelly is the second founder, the person who carried the vision forward in a fundamentally different time and age.

I do not mean to oversimplify the history of CNR. These visions or concepts are not exclusive. But as I think and write, they help me make sense of the story. During the period in which each vision predominated, I believe each one heavily influenced perceptions, decisions, policies, and developments, and each one encompassed the underlying and guiding principles of each era. For me, these visions do indeed give shape to the history of the College.

#### **Every age a golden age**

I would like to leave you with one additional thought about The College of New Rochelle. I have learned in my research that there is no single year or time in its history that is the defining moment. There is no golden age. No era can claim to be the essential CNR.... Each period exhibits its particular characteristics. Each of us believes that the years when we were here were the real ones. But we all need to remind ourselves that the story of this College is broader than that. We are all part of a long history of sustained effort toward a remarkably enduring vision. The persistent mission of The College of New Rochelle in 1904 and today is perhaps the real heart of the story. ■



*Sr. Dorothy Ann Kelly*

# Imparting Wisdom, Faith, and So Much More

## *The Legacy of the Ursulines*

BY NANCY QUIRK KEEFE '56



During a recent Mass in the Convent at the edge of the CNR campus, the priest began his homily by asking, “What does sincere mean?” In most places, you’d expect to hear scatter shots from around the room, saying, “Genuine.” “Real.” “Honest.” But at the Convent of St. Teresa, the Ursulines, as if with one voice, said, “Without wax.” The priest was stunned. The whole point of his homily was to explain “sincere” as coming from the Latin “sine cera,” meaning without wax, as in a work of sculpture that had no hidden wax filling in cracks to cover up shoddy work. He would contrast sincerity with hypocrisy, the subject of the Gospel that evening. But the Ursulines remembered their Latin.

It was another defining moment of the kind of reach and depth the Ursulines have. Solid knowledge, the tiniest bit of one-upmanship, and the grace to laugh when the priest said he was going on with his explanation anyway.

That’s one snapshot of what the Ursulines have meant to us from CNR across the years. We who have known them know how important it is to recall this rich tradition from time to time, not as a sentimental journey down memory lane but to remind ourselves what we got from them, how they enriched our lives, and how we might pass along some of the learning, the stories, the wisdom, and faith.

President Stephen Sweeney has watched the Ursulines at CNR for 28 years now and heard memories from alumnae across the country. For him, “It all boils down to: The Ursulines are extraordinary models of excellence. Not perfect,” he was quick to add, but a “witness of people who behave out of faith. And a commitment to excellence, whether it be to education or to cleaning the front hall. It’s never half-hearted. Once they say ‘yes,’ they do it well.”

Sr. Dorothy Ann Kelly, past CNR president who herself has done so much well and enriched the lives of so many of us, recalled the Ursulines from her student days. How different they were from the sisters she’d had in high school. Those



sisters were good at the three R's, she said, but the Ursulines she met when she came to CNR, were "smart, really bright, opinionated, and different from each other."

She recalled Mother Roberta Ennis, whom she had for a course in Constitutional Law that was so good it almost led Sr. Dorothy Ann to law school. Mother Roberta, who was opinionated and could be difficult, and Sr. Dorothy Ann agreed on very little, she says. "But such intellectual prowess on her part!"

Sr. Dorothy Ann went on to say that Mother Therese Charles was probably the outstanding influence on her. "She called us women," Sr. Dorothy Ann recalled. "No one had ever done that. She taught me to read the New Testament, to question – not in a critical way, but to get more information from a passage, to ask what's it all about. She had a way of opening up the intellectual aspects of things outside the classroom," Sr. Dorothy Ann said. "And she had that infectious laugh."

When Sr. Dorothy Ann came back to CNR to be on the faculty, she was teaching Christian Tradition and Culture, and Mother Therese was teaching junior theology on the Church. From CTC, the students were getting a warts-and-all look at the Church, which disturbed Mother Therese for a time, Sr. Dorothy Ann remembered with a smile.

Mother Therese comes in for a lot of praise. My CNR roommate and dear friend, Kathy Mylod Mainzer, said: "When I think of the Ursulines of our day, I remember how Mother Therese really helped me see the light about the lack of decisiveness in the guy I was crazy about at the time. I still had stars in my eyes," Kathy said, "but I would share with her some particulars about his on-again, off-again treatment of our relationship. She had the insight to set me straight about him and that we were not going to be right for each other." Kathy added: "I stuck with her as my spiritual adviser, and she actually helped me more as a pre-marriage counselor."

Kathy recently celebrated her 45th wedding anniversary with Bob Mainzer, the guy she went with instead. Clearly, Mother Therese was a stellar pre-marriage counselor.

Many of the Ursulines held hands for a lot of us. Dr. Sweeny's stories from alumnae parallel the reaction of so many. "Alumnae speak of the wonderful intellectual life [of the Ursulines] but also of their compassion, their concern," he said. "The nun was there to be supportive. She was the mother on the corridor." Perhaps never more so than during the Vietnam War, when students were a wreck over brothers or boyfriends who were there.



**Mother Therese Charles called us women. No one had ever done that.**

In somewhat less critical circumstances, Mother St. John, now Sr. Elizabeth O'Brien, called me to her office during retreat freshman year. As some of you remember, we were supposed to keep silent for that week. A day or two into it, Mother St. John sat me down and said, "Well, how is retreat going? I'm sure you need to talk a little by now." She had a twinkle in her eye and that half smile that so many Ursulines seem to have in moments of understanding. "So go ahead," she said. "Talk. Tell me about retreat – or anything else you'd like to talk about." That was compassion in action.

Sometimes we were allowed to return the favor, if only at a distance. During our senior year, Mother Denis – Sr. Irene Mahoney – our corridor mother, was under the pressure of a deadline to turn in her doctoral dissertation. She told us

she was going to stay up all night typing it. We said we'd make her fresh coffee to keep her going. We could deliver it, but then we had to leave her to drink it alone because the semi-cloistered status of the Ursulines then meant they couldn't share food and drink with us.

The impact continues across the years. For instance, my classmate Pat McGovern Sweeting recently wrote that she was thinking of me because she'd learned I was in another round of chemo. And, she said, she was "asking Mother Celeste to intervene with the Lord." How marvelous. Pat and I are certain that Celeste has the ear of the Lord.

Shortly after that, a note came from Sr. Mary Dowd, Class of 1949 and an Ursuline. She was recalling a long-ago conversation about Celeste and a poem Celeste had written. Enclosed was a lovely framed copy of the poem and a picture of Celeste. Both these incidents brought to mind so many classes and conversations with her.

We mean, of course, Mother Celeste Shaughnessy, who taught classics and theology, and so much else besides. Celeste, who seemed to have read everything and known loads of legendary people. She introduced us to some of them either in person or by their writings: Dorothy Day, Father John LaFarge of the interracial movement, Father Dan Lord of Catholic Action. Celeste, who founded Alumnae College in 1939.

When she was teaching us theology junior year and we were having trouble with John's Gospel about the Word of God, Celeste reminded us of the myth of Athena sprung full-blown from the head of Zeus. We were willing to suspend disbelief where the classics were concerned, but on our own we wouldn't have done that with the Bible. But Celeste knew that wasn't dangerous. So by pushing us past merely literal reading to see the mythic and poetic levels, she opened our minds to infinite possibilities. She drew another such dazzling classical-biblical parallel: Paul and Cicero, she'd say, "the two great letter writers of the ancient world."

She was always making connections, getting us to think horizontally. She'd

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## The Legacy of the Ursulines

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race on to Dante's poetic theology and further to T.S. Eliot's, connecting thoughts across all the centuries of Western tradition. And she taught us theology the same way, insisting – a decade before Vatican II – that we always see its connection to the modern world. Observations such as this, and the marvelous liturgies in Chapel, which made me think I was standing just outside the gates of Heaven, prepared us for Vatican II. We regarded it as inevitable.

As soon as I mention "Dante," Mother Grace springs to mind. I spent a year in class with her studying Dante. And I have spent my life since then – since I was 19 – reading him and ultimately following his footsteps through Italy. From Florence, across the northern parts of Tuscany, into Padua, finding his face in paintings on church walls, his poetry on buildings, and finally his burial place in Ravenna. Mother Grace has seemed to accompany me all the way on my "Dante pilgrimage." Surely I hear her voice, and always I carry my Dante texts with notes

in the margins from her lectures.

There are Italian places where Dante did not leave his footprints. Mother Mary – Sr. Mary Russo to be precise – taught Classical Civilization. And her inspiration led to Sicily to see Greek temples and to understand what she was getting at when she talked about the glory that was Greece. You see the places where Odysseus sailed, where Daedalus landed, where Greek theater had a second life.

As we climbed Mount Etna one year, I also remembered Mother Judith Mietzelfeld's History of Philosophy and her talking about the philosopher Empedocles, who was sure he was immortal. To prove it to his disciples, he dived into the mouth of Etna, so they would think he'd been taken to dwell with the gods. But Mother Judith, who was not often given to levity, was unable to contain her hilarity in telling this incident. "He left his slipper on the brink!" she said laughing. It was a great story to share with my walking companions.

Inevitably, my thoughts come back to Celeste. She was a hearty, exuberant woman who laughed with her whole being.

Yet, she had chosen a name for religious life that seemed to dare her to put the world aside and think about heaven. Still, she was more in touch with the world than anyone else I knew and so committed to social justice. We probably did not call it that in the 1950s. It was "apostolic works" or "Catholic action."

But the Ursulines in general and Mother Celeste in particular made us understand our obligation to people who were poor, outcast, or simply others. She spoke often of our "obligation in charity" to break down barriers, to reach out, to do good. Because

we regarded charity then as something you do out of the goodness of your heart, voluntarily, when you feel like it, her idea sounded like a contradiction in terms. But she had it right. What an eye-opener.

Sr. Dorothy Ann's eye-opener, or "evolution," as she called it, "came in the late '60s," she said, "with the Kerner Report." That was the finding in February 1968 by the President's National Advisory Commission on Civil Disorders, a euphemism for black riots, which had torn cities apart in 1967 and 1968. It was known popularly as the Kerner Report for Otto Kerner, governor of Illinois and chairman of the commission. It found that the United States was "moving toward two societies, one black and one white — separate and unequal." The cause was not a Communist conspiracy, the commission said, but "white racism" among ordinary Americans. The committee called for money and effort to change things because there was "no higher priority for national action and no higher claim on the nation's conscience." But ordinary Americans didn't care about that then. Vietnam was all that mattered.

Sr. Dorothy Ann did care, though. For her, as college president, it translated into an "obligation to educate women of color," she said. Her experience as an Ursuline caused her to regard the Kerner Report as the next logical step in education. "I saw them [women of color] as the continuation of the Irish and German women of the '20s and '30s," she said. Her vision was revolutionary, right in keeping with the times, Ursuline-style, and has transformed the campus into many campuses full of a rich diversity.

Blessings on her and on all of the Ursulines who awakened our imagination, enlivened our curiosity, and imprinted those images on our brains so that 10, 40, 50 years later, they stay alive for us. What a legacy. ■

*Nancy Quirk Keefe, an English major and editor of Tatler at CNR, spent her working life as a newspaper journalist and now spends retirement traveling.*



**Mother Celeste Shaughnessy (pictured center) was always making connections, getting us to think horizontally. She'd race on to Dante's poetic theology and further to T.S. Eliot's, connecting thoughts across all the centuries of Western tradition.**

# Recalling Mother Irene Gill

## Foundress of The College of New Rochelle

**B**orn Lucy Gill in Ireland in 1856, from her earliest days, Mother Irene's religious devotion was abundantly clear. As a girl, one of her favorite pastimes was to "play nuns" with her sisters, and she rose daily to attend five o'clock Mass. Immigrating to the United States at the age of 12, in 1878 she joined the Ursuline community in East Morrisania in the Bronx, receiving her religious name of Irene.

From the start, say her contemporaries, Mother Irene was "fervent and exact, displaying special capabilities for organizing and carrying through to success any endeavor entrusted to her." A slim, dark-eyed woman, described as soft-spoken, gentle, and kind but also firm and broad-minded, she was quickly recognized for her leadership skills, her commitment to women's education, and her vision of educational innovations required to meet the rapidly changing circumstances in America.

Appointed superior of St. Teresa's convent on Henry Street on New York's Lower East Side, Mother Irene directed the academy and parochial school for young women. Seeing a great need for helping young women become teachers, in 1883, a normal school department was added to the Henry Street academy. Many of its graduates became public school teachers. It was the success of these classes that was said to have inspired Mother Irene to found the College of St. Angela.

Encouraged to consider New Rochelle for her new endeavor by the pastor of St. Teresa's, Rev. Michael O'Farrell (later the College's first president), in 1896 Mother Irene learned of Leland Castle. Though then housing a private school, a fire forced the uninsured tenant to vacate the building, and Mother Irene agreed to purchase it.

During the Spring of 1897, Mother Irene, accompanied by Sr. Clement Eggers, prepared the building for occupancy. In her old age, Sr. Clement recalled Mother Irene's kindness and indefatigable spirit as she prepared to open the new



*On Founder's Day 1931, Mother Irene Gill (center) is presented with flowers by Nancy Garry '32.*

convent and school. That September, the Castle doors opened to admit ten boarders and sixty day students to the Ursuline Seminary, which had both elementary and secondary levels.

Although a cloistered nun, Mother Irene was keenly aware of the desperate need for qualified teachers, particularly in New York City, the desire and need for women to have equal access to higher education, and the exclusion or quotas which limited Catholics' access to many private colleges. Thus, she set her mind to founding the first Catholic college for women in New York State.

Despite the skepticism of her undertaking by some clerics (who spoke of "Irene's folly") and the complete lack of funds, Mother Irene prevailed, and on September 12, 1904, the first 12 students were welcomed to the College of St. Angela.

Though serving as the College's first dean and "Directress of Discipline and Study," early students to the College saw little of Mother Irene as she continued to oversee the Ursuline Seminary and served as superior of St. Teresa's convent and later as provincial of the Eastern Province of the Ursuline Roman Union. It was for this role, which she held for nearly 20 years, that she traveled often, attending meetings in Rome, and visiting the convents in Montana and California.

Described as a "complex, even paradoxical woman of strong personality,

thoroughly conventional in matters of morality, discipline, and proper social behavior, but visionary in the matter of women's education" with an excellent memory and a keen mind in business, Mother Irene was also said to have been extremely motherly, endearing her to those around her.

Beginning in 1911, it became customary for Mother Irene to greet the assembled students each year on Founder's Day, a tradition that continued until just months before her death. On her final Founder's Day, Mother Irene, now frail and old, spoke to the more than 800 students: "You are my daughters. I love you and I pray for you."

On December 22, 1935, Mother Irene Gill – the woman who had opened doors in education traditionally closed to young women – died peacefully at the age of 80. Following her death, Cardinal Hayes sent a telegram to the Ursuline community: "Sincerest sympathy on the death of Mother Irene. Her noble career is one of the glories of the Ursuline Order. New York is especially proud of her wonderful achievement." As, still today, are we all.

– Lenore Carpinelli

*Information for this article was gathered from essays written by Dr. James T. Schleifer, Sr. Martha Counihan, OSU, '67, Mother Thomas Aquinas '13, and Mother M. Berenice Rice '24.*





# WOMEN



*Marguerite Jasper leaving for service in the U.S. Navy during WWII (left), graduating from CNR in 1977 (top) and today (above).*

## MARGUERITE JASPER SNR'77

**A**FTER TENDING TO OUR SICK AND wounded troops in the South Pacific, Marguerite Jasper gave up full-time nursing after World War II. But she was ready and willing to serve again, more than three decades later, in a different kind of battle right here at home.

After meeting husband Gabriel at her Navy hospital base, Marguerite went home in 1945 to raise two sons. But when the boys were grown she once again heard the call, volunteering and then working part-time at New Rochelle Hospital. She then learned that an adult-ed program at New Rochelle High School – to prepare disadvantaged women for nursing careers – was looking for instructors.

“On my first day I gathered the students into a circle and asked why they were there,” Marguerite recalls. Listening to the hardships they described, she heard one common theme: “I want to enrich my life, be something better, do something meaningful.”

“I came home mind-boggled by these women’s lives,” Marguerite admits. “They inspired me so much that I knew I wanted to teach full-time. And that’s what inspired me to enroll at CNR,” where she earned her degree at age 59, followed by a master’s from SUNY.

At CNR, “I met people who were getting their first chance at achieving something later in life. The experience made a vast difference in my feelings about myself – coming to see that I was a woman of value. I am deeply indebted to the College for its wisdom and its vision.”

WISDOM IS DEFINED AS SAGACITY, EXPERIENCE, THE POWER TO PROMOTE SOUND JUDGEMENT IN ANY MATTER. SO, JUST WHO ARE OUR WOMEN OF WISDOM? THEY ARE MENTORS AND ROLE MODELS. THEY ARE LIFELONG LEARNERS. THEY ARE WOMEN WHO USE THEIR WISDOM TO EMPOWER THOSE AROUND THEM. AMONG THE ALUMNAE OF THE COLLEGE OF NEW ROCHELLE THERE ARE MANY WOMEN OF WISDOM. HERE ARE A FEW OF THEM.

# FEW WISDOM

Along with the adult-ed group, Marguerite taught at-risk high-schoolers preparing for nursing. Many of these potential dropouts successfully went on to medical work or higher education, she says with pride.

Marguerite also helped train developmentally disabled teens for hospital work. “I would teach these students how to carry a tray, feed a patient, give a back rub. The patients loved the extra care, and I’d hear from parents how these youngsters would hold their heads up proudly when they put on their hospital uniforms. Their determination to learn, their kindness and joy in working with patients, that was a real lesson in life for me.”

Marguerite’s earliest lessons in hard work came from her mom, a nurse left alone by divorce to raise two daughters. The nearest doctor in their rural Washington State town was almost 20 miles away, at a time when cars were still a luxury, so the community depended on her for care. “She never did want me to go into nursing,” Marguerite says. “She just thought it was too hard a life.”

But the calling proved too strong, and Marguerite entered nursing school at a Seattle hospital. “They gave us a \$5 monthly allowance, and most of that went to replace thermometers we’d broken or white stockings that had run,” she laughs. As supervisor of patient care, she also taught anatomy, physiology, and obstetrics. “Medicine was so limited then. Patients would come in with pneumonia, and the doctors would tell us, ‘We can’t do anything, it’s up to you to pull them through.’”

When Pearl Harbor was bombed, Marguerite quickly enlisted as a Navy nurse. Assigned to the critical care/post-sur-

gical wards at her New Hebrides base, she fought to save men wounded at Guadalcanal and other battle zones. Gabriel was an officer on a transport ship bringing in the wounded.

Marguerite was also assigned to escort VIPs such as Bob Hope and Jack Benny who flew in to raise morale. But their visits weren’t all laughs.

“I remember taking the comedian Jerry Colonna around. After he spoke with one young boy who had been blinded and lost a leg, Mr. Colonna asked me, ‘Could we go outside for a moment?’ I saw him break down and weep out there; he had seen enough. As nurses, we had to maintain the attitude that ‘This is war. This is the price we must pay.’ There were many times we wanted to cry, but we didn’t.”

Now 86, Marguerite has seen medicine come a long way. “I was in training before the first antibiotics; there were so many people we could have saved.” But there’s one tradition she always maintained, in nursing and in teaching: her all-white uniform and cap.

“The way some nurses come to work now; the casual outfits and shoes, and no cap! We wore our caps with pride – it was a mark of training and achievement.”

Now a busy full-time grandparent (the Jaspers’ sons are both West Coast doctors), Marguerite still hears from former nursing students who have gone on to success. “They didn’t have much to depend on in their lives, but they knew they could depend on us — and they were all such an inspiration to me in return. The more I look back on my life, the more I can see what I have accomplished.” ■



Commend Sr. Carolina Gomez del Valle for a lifetime spent empowering others and she will humbly demur. “We touch the life of another person by our presence, what we say and do. But we can only help others to become aware of the gift already within them. I am not giving you the power; you already have it!”

However she might see it, the Mexico City native’s missionary work has had a powerful effect in classrooms from poor Latin American villages to the migrant camps of California.

Serving since 1995 as a Rome-based General Councilor for the Ursulines, Sr. Carolina devoted three decades before that to teaching children and then training future educators – in the Montessori method she sees as uniquely powerful and fulfilling.

“The Montessori way,” Sr. Carolina says, “is to help the children help themselves. From a very early age, to let each child develop his knowledge and gifts.” The instructor is trained to provide a rich learning environment, and then let individual students direct their own learning activities.

Sr. Carolina recalls her own education as much more traditional, to a point. “Following Mexican secondary school, it was common to send a daughter to America to learn English, and I was sent to an Ursuline school in Missouri. I was very taken with the Ursulines and decided to become a sister. I was the only daughter [of seven children], so this was not easy with my parents.” Carolina joined the Order in 1959, studied Spanish Literature at CNR, then was sent back to Mexico to work in the schools.

## VICE ADMIRAL PATRICIA ANN TRACEY SAS'70

**The three-star admiral remembers joining a Navy “with just 600 female officers and 6,000 enlisted women [not including nurses] – today there are 55,000. Back then, we couldn’t fly, we couldn’t serve at sea, we couldn’t become admirals.”**

Mention you’d like to hear about Vice Admiral Patricia Tracey’s duties and her assistant, Sr. Chief Ebonnee Dinkins, will warn right off that “You don’t have enough hours in the day, sir!”

After years in key posts focused on training, retention, and other human resource issues, Pat in 2001 was named Director, Navy Staff. That means running a 1,400-person Pentagon headquarters for Chief of Naval Operations Vern Clark – responsible to his fellow Joint Chiefs and to the President himself for having the Navy trained, equipped, and ready to go at any time.

The Navy’s highest-ranking woman was only ready for a two-year hitch when she graduated Women Officers School in 1970. But right from her first assignment, tracking satellites and space debris at a Virginia surveillance station, “I was so just impressed with Navy people, their values and commitment.”

Over three decades, Pat became an expert on training and education, recruitment/retention, and career development – critical issues for an organization with nearly 400,000 active personnel, plus reservists and civilians. Training, especially, has become much more complex since her early days in uniform.



**Sr. Carolina has helped prepare new teachers to serve their communities across Latin America and as far away as Taiwan. She worked each spring for more than 10 years at a California migrant camp and another 15 summers at a training program in Chicago.**

There, by chance, “I visited a Montessori school for the first time, and I was amazed.” Eyes opened by the sight of children learning happily and independently, she became a convert to the Montessori system.

“We cannot teach what the child cannot learn by himself,” Sr. Carolina explains. “We do not even use the word ‘teacher’ because it connotes ‘I transmit information to you and you use it.’ We called the teachers ‘guides’ instead.”

Whatever you call them, the attitude each brings to the classroom is central. “We want the person to know herself better, understand why she is choosing to become an educator: is it just a job, or is it a mission. Is it what you really want to be doing?”

Sr. Carolina has helped prepare new teachers to serve their communities across Latin America and as far away as Taiwan. She worked each spring for more than 10 years at a California migrant camp and another 15 summers at a training program in Chicago.

Because the Montessori instructor must discern each youngster’s interests and learning style, Sr. Carolina provided extensive training in child development and observation. “We also do a lot of movement, corporal expression, to understand our tensions and thus not pass them on to the children.”

Sr. Carolina has seen Montessori grow to more than 300 schools in Mexico from just three and interest awakened in communities from Cameroon to Slovenia. As Montessori

spreads in the U.S. as well, many of its concepts are being adapted in the public schools.

“Freedom is the key,” she feels, “helping the child choose his or her path.” Montessori also has a spiritual aspect, “in that we believe creation is not yet finished, and it is up to us to complete it, to transform society.”

As General Councilor, Sr. Carolina remains focused on Ursuline schools and their role in society. From Rome she travels the world – Thailand this February, then a major conference set for Minnesota – encouraging fellow sisters and bringing school administrators together on issues of concern. “Right now we are working on international peace. We want every school to work on training for leaders among young people, to intervene and solve conflict by dialogue, not violence.

“I do miss teaching very much,” says Sr. Carolina – and because her councilorship is term-limited, “I do perhaps see more teaching in the future.” Still, she admits good-naturedly, “I am not getting any younger,” explaining she’s feeling a bit sore from a morning session of shibashi, an ancient form of tai chi she has been enjoying.

“The idea is to get in touch with your energy, get in touch with the gift within you, then go out and use it!” That is why, Sr. Carolina adds, “I always ask teachers: ‘Is what you’re doing bringing you happiness?’ God wants us to be happy. We must be a sign for children that life is worth living.” ■



“Most of what we had was held over from the draft era – you taught a few specific tasks, enough to keep people alive. But now, with an all-volunteer and much more educated force, we need to develop people’s individual long-term skills.” And unlike a civilian firm, the military, she points out, “must grow its own leaders.”

The three-star admiral remembers joining a Navy “with just 600 female officers and 6,000 enlisted women [not including nurses] – today there are 55,000. Back then, we couldn’t fly, we couldn’t serve at sea, we couldn’t become admirals.” Still, while not every woman was so fortunate, the Navy men Pat worked for “gave me an opportunity to prove myself.”

And thanks to her Catholic education, at Mt. St. Ursula’s High School in the Bronx as well as CNR, Pat says she was ready: “I knew that whatever was going to happen, I had to make happen.”

Navy life, she adds, has also taught some valuable lessons, “especially a sense of urgency about making real-world decisions.” That sense of urgency quickened when the Pentagon was attacked on September 11. “About all I remember is organizing people to get out of the building.”

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Pat knew one of that day's 120-plus Pentagon victims (not including those aboard the American Airlines jet used in the attack). "I can still see him walking down the hallway, saying 'good morning.' Emotionally, what helped us a lot is that we had something active to do in response, business to take care of, so we could do what the President was calling on us to do."

At Navy Staff, Pat often sees herself as a gatekeeper or referee, staying in tune with Admiral Clark's agenda and making the tough calls on what hits his desk first. But a long-term outlook also is vital: "Navy ships have a 50-year life span, for example, so we have to plan far ahead for what we're going to need. It's that way with people, too — what kind of people will you need, what kind of skills? Look at how the need for information technology arose so quickly; this training has to be built into the pipeline."

Pat sees the Navy's military role continuing to grow, especially in hostile regions affording no friendly foothold to launch land-based operations. Significantly, she says, the Navy proved in Iraq and Afghanistan how smoothly it can team with our other armed forces.

Keeping everybody happy back at home is another challenge, with a workforce that Pat says has become "much more married." Re-enlistment is at record highs, but with more parents and more two-career couples, "it's tough because we do have to move people around a lot. This generation wants a lot more stability for their children."

Along with husband Rick Metzger, a former Navy bombardier-navigator now in the civilian tech sector, Pat knows the military's demands on personal life. "We couldn't even live together much at first, but over the past 15 years we've been very lucky." The Navy, she adds, has put increased emphasis on time for family and community involvement.

The Distinguished Service Medal recipient says the nation and the media have been "very supportive" since 9/11. "With so many reservists on active duty, every community is involved, so they know first-hand the quality of people who serve. We can't disappoint the American people, so we have to be as good as we can be."

It's this "total unity of purpose," Pat says, that makes military life so different. "It's such a massive job, such a gigantic organization. America has 1.4 million people in uniform, and we all simply know that failure is not an option." ■

**"I want to be an inspiration. When people give excuses about how old they are or how busy they are, I tell them, 'You are talking to the wrong person. If I can do it, you can do it.'"**

## EMILY ANN MYRICK SNR'95

Not many CNR students are featured in the pages of the *National Enquirer* — but there, amid the Elvis sightings and miracle diets, was the 100 percent-real Emily Ann Myrick.

"Sky's the Limit for Great-Granny Graduating College," crowed the tabloid as Emily Ann earned her psychology degree in 1995, at the age of 71. It was a memorable moment not just for the longtime Brooklyn resident but for her 22 children, 45 grandchildren, and 18 great-grandchildren. "There's been a few more added since then," she points out.

"I got some letters from around the country after that article," Emily Ann recalls, "people saying I was an inspiration to them. Well, I want to be an inspiration. When people give excuses about how old they are or how busy they are, I tell them, 'You are talking to the wrong person. If I can do it, you can do it.'"

Emily Ann was a stay-at-home mom for 20 years, raising her flock in a Brooklyn apartment — a row of three units,



actually, converted into one. But when husband George fell ill and died in 1972, she went to work as a school aide at P.S. 46. As her knack for relating to young people became apparent,

she also filled in as an assistant guidance counselor.

"Why don't you go back to school," Emily Ann says her principal would urge her, so she could put her counseling skills to use as a full-time professional. Another counselor at P.S. 46, Phil Rucker, also saw the same potential: "He came up to me one day and told me I had a two o'clock appointment with The College of New Rochelle and that I'd better be there!"

In her mid-60s at the time, "I felt a little nervous about going to school. I thought the young people were going to wonder 'What's that old lady think she's doing here?' But they were all so nice, and I never felt out of place. I just fit right in."

Support at home provided another boost. "My children were so inspirational in my going back to school," Emily Ann says, recounting how they rallied around to drive her to class when her own car broke down. "They were so proud."

Despite her decades of mommy smarts, college did not come easy at first. Still working days and staying up studying until 2 or 3 a.m., Emily Ann remained determined even as her first few Clinical Psychology papers came back scrawled with red ink.

"That professor and I, we didn't hit it off at the start," she laughs. But finally, one day, Emily Ann sensed a different mood as the professor handed back her work. Next to a big A was written, "Smoking guns, I knew you could do it!" Emily Ann went on to make the honors list, and Fox 5 News even came to cover her graduation party.

Retiring from the school system, Emily Ann has since built her own thriving tutoring and counseling practice – based in a classroom she created in her apartment, stocked with computers and books for students at all levels. Respected throughout her Fort Greene neighborhood (where she's known as "Miss 60" for 60 Carlton Avenue), she's never short of clients, especially in the summer. Of course, with all those great-grandchildren, her own family sends her plenty of business as well.

"I'm from the old school. I believe in discipline, and even with my own children, when we are in that classroom I tell them 'I am not your mom now, I am Mrs. Myrick. You are not getting any special favors.'"

Emily's own family is the best advertisement her business could have. An only child herself, she thanks God for how well her children turned out, then also gives some credit to dedication and communication.

"Children must respect you and know what you want from them. That's why we are losing so many of our young people, because their parents don't have enough time for them." Well-meaning programs such as school breakfasts can backfire, she contends, "by making it too easy for parents to keep doing whatever they are doing," instead of doing the right thing for their youngsters.

"Children are children," she emphasizes "and it is up to us to give them roads to travel upon."

Whatever road you travel in life, Emily Ann will urge you with conviction to "reach for higher heights and deeper depths. Whatever your dreams, go after them – you understand what I'm saying? If that's what you want, go after it." ■



## JO-ANNE VITUCCI GRAMAGLIA

SAS'61, GS'74

Telling Jo-Anne Vitucci Gramaglia's story is easy: Just Visualize, Organize and Synthesize. That's VOS, the strategy devised by this beloved New Rochelle English teacher to help writing-challenged high-schoolers communicate more clearly.

Searching for a way to help an Ursuline School student conquer her college-entrance essay, Jo-Anne dashed off a plan suggesting she visually chart her thesis and evidence before doing the traditional outline and full draft. Jo-Anne later learned that the student had done so well she was sharing the method with classmates at college.

"People began coming up and telling me I should include this in my curriculum, that I should teach workshops on it." Inspired to expand upon her original brainstorm, Jo-Anne copyrighted, published, and began detailing her strategy in presentations from Massachusetts to Florida.

Jo-Anne, an instructor at CNR since 1976, also includes VOS in her graduate literacy program. "I'm teaching some students I already had in high school at Ursuline," she laughs. "Some say I led them into teaching – that's a wonderful feeling."

A finalist for the 1996-1997 New York State Teacher of the Year Award, Jo-Anne says, "I really do have a philosophy of education, and I try to live it every day." In keeping with that vision, she describes her ideal classroom as "inviting, reassuring, and challenging. You want to see the students take risks, do their best, and move forward from that experience even if they do fall short. There must be a mutual respect and under-

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**“I’m teaching some students I already had in high school at Ursuline,” she laughs. “Some say I led them into teaching – that’s a wonderful feeling.”**

standing between the teacher and the student; we should be building each other’s confidence with every interaction.”

You know you’ve really succeeded as a teacher, she says, “when a child trusts you enough to come ask if she can talk with you.”

From her childhood in Mount Vernon, Jo-Anne always looked forward to teaching. “My parents had just a basic education, but they would do anything to help; everything was a learning experience. Not all children are that lucky, but the teacher can add eight vital hours to the support system.” Jo-Anne taught in Mount Vernon and Scarsdale, then in 1986 joined Ursuline – a school attended by her daughters Nina and Michele.

Jo-Anne looks back fondly on 35 years of marriage with her late husband Bill, an Emmy-winning movie and TV sound engineer who worked with such stars as Audrey Hepburn and Margaret (the Wicked Witch) Hamilton. “Bill was my biggest fan; if I was unsure about a project he always encouraged me to go ahead and give it a try.”

Jo-Anne has a little show biz in her own background, too – writing and directing class musicals with Bill while she was at Immaculate Heart of Mary School in Scarsdale. “It was so much fun to take shy children and teach them how to sing or dance – the confidence from those experiences is still with them today.

“And I learn so much from my students,” she adds. “You think you know the literature and then they come at it with a totally different perspective and a valid new interpretation.”

Surviving a nearly fatal adrenal gland infection, Jo-Anne turned even a brush with death into a positive opportunity. Facing the rest of her life on a no-sodium diet, she compiled an array of recipes called *Without a Grain of Salt*, the first of her two published cookbooks.

Jo-Anne’s upcoming projects include a traditional family cookbook called *Cooking From the Heart*, and possibly a teen guide to the college essay. And then there’s her ongoing work with VOS, a system Jo-Anne says is so effective because it recognizes students’ different learning styles – some are just more visually oriented than verbally oriented.

“I saw students struggling with writing, and one night I just decided I was going to sit down and work it out. When they look at something they’ve written and say, ‘Wow, I can’t believe I did this,’ it’s all worthwhile.”

But VOS is just one way Jo-Anne has been helping students surprise themselves over 30-plus years of teaching. “When I started it was more about students being taught; now it’s more about them *learning and living life*. Students have to know that this is all taking place for their benefit, not yours.” ■



**DR. MARCELLE WILLOCK** SAS’58

Working to make her mark in the medical world, Marcelle Willock kept a few choice words in mind from her Ursuline schooling: “You set a goal and you work toward that goal; you don’t look at the obstacles.”

Whatever obstacles Marcelle might have faced being female and African-American in the early 1960s, they were no match for her determination. And today, as dean of a small medical school in inner-city Los Angeles, she’s working to instill that same determination in the doctors of tomorrow.

When Marcelle was named Chair of the Department of Anesthesiology at Boston University School of Medicine in 1982, she was one of just 50 females among 2500 such department heads across the country – and BU’s first in the 20th century. “But my attitude was, ‘I’m not going to let these things distract me. You hired me because I can do the job, and if someone has trouble dealing with me as a female, that’s their problem.’”

Growing up in Guyana and Panama, Marcelle got plenty of encouragement from her family, as well as her Ursuline teachers there and at CNR. “I was never told that I couldn’t be anything because I was a girl.”

But from the time she attended medical school at Howard University – back when only six percent of U.S. medical students were women – Marcelle knew that just being good would not be good enough. “You simply had to be better.”

Early on, Marcelle had an interest in surgery, “but a woman going into surgery at that time, especially a black woman, was very foolhardy. And I found that I enjoyed caring for the patient more than cutting him, so anesthesiology seemed like a good fit.” At New York’s Columbia Presbyterian Hospital, a national leader in that specialty, “I was only the fourth Black in the program. But the head of the program was the first Jew

there, so he was very understanding.”

Rising in her field, Marcelle became one of the few anesthesiologists to add a degree in higher education. “There are different ways to learn, and as medicine has become more complicated, we must learn to relate to people on different levels.

“Back when I trained, the doctor knew it all, the nurse was the handmaiden, and the patient wasn’t involved in the decision-making at all. But we physicians have had to change with the times.”

Change sought out Marcelle last year after two decades at BU. “I was happily ensconced as Assistant Provost when I got this call out of the blue” from the President at Charles R. Drew University in Los Angeles, affiliated with UCLA and Martin Luther King Hospital. “I’d never been crazy about L.A., but here was a great opportunity to give back to the community and make a difference in the lives of so many underserved.

“We don’t get wealthy patients who have \$1 million to donate if we save their lives,” Marcelle laughs. But while funding is tight, Drew students get a wealth of exposure to the problems of both the urban and rural poor. “And most of our graduates continue to work in poor and underserved communities,” Marcelle adds. “We’re very proud of that.

“To see someone overcome difficulty and become successful, and to have people benefit from their care, that’s very important to me.”

Marcelle is optimistic that the medical profession is opening up. Women now make up nearly half of students at the medical school level, and their ranks have begun to grow as residents and practitioners. The power structure, she says, will remain largely male until previous generations retire, however.

“I think I’ve opened a lot of doors for people by pioneering in my areas,” she adds. “The people who follow behind me may not know me by name, just as I do not know those who opened doors for me.”

**From the time she attended medical school at Howard University – back when only six percent of U.S. medical students were women – Marcelle knew that just being good would not be good enough. “You simply had to be better.”**

But Marcelle is troubled by medicine’s growing emphasis on the bottom line. “Doctors do need more business sense, and that’s why I got my MBA in 1989. As we have more physicians trained in business, we can better manage our institutions. But I am concerned about doctors who take a business degree and go straight into administration without really getting a taste for providing medical care in the trenches.”

Marcelle’s advice for long-term success? “You have to learn something every day – a new piece of information, a new way of dealing with a problem. If you needed surgery today would you like us to use the same methods we used back in 1960? Nothing is constant, and you just can’t accept the way things are. Teaching and practicing medicine is also its own reward. To see a student mature and become even greater than his/her teacher and the thank you of a grateful patient are immensely satisfying. That is success!” ■

## DALE TRISTANY DAVIS STARENKO SAS’63



Music, says Dale Davis, is the young person’s CNN. And she’ll tune in to anything that can give her the news on what youngsters are thinking.

“Working with kids, I’ve come to realize that music, rap, is how they communicate,” says Dale, a poet, publisher, and literary scholar whose writing residencies have made her a familiar and welcome visitor in the schools around Rochester, NY. “I don’t put down pop culture, and I don’t use it as a means to take students somewhere else.”

In 1979, Dale co-founded the New York State Literary Center, essentially a one-woman effort to bring the writing experience to students of all ages, from affluent suburbia to Rochester’s “last-stop” Alternative High School.

“I wanted an organization where my belief in children and my love of literature could be melded into an educational approach. I wanted to challenge, and I also wanted to listen to children. If you are motivating someone to write poetry, you are motivating them on a very intimate level.”

*(continued on page 20)*

**“I started publishing young peoples’ writings because these were books I wanted to read and to bring into the classroom. It’s important for young people to read others’ work, and to see that they too will have an audience.”**

Dale has a knack for establishing this intimacy and drawing heartfelt expression from hard-to-reach youngsters; the results are on display in more than 600 powerful books and 12 CDs such as *Let Me Tell You* and *Just Give Us a Chance*. “I started publishing young peoples’ writings because these were books I wanted to read and to bring into the classroom. It’s important for young people to read others’ work, and to see that they too will have an audience.

“Just as in my career, I’ve wanted to read more works by women, and kids want to hear their own voices. After September 11, there was so much talk about what it means to be an American today – but no one had asked the young

people with whom I work, and they were very anxious to be a part of the national dialogue.”

The more Dale worked with teenagers, the more she began studying rap and heavy metal – the music, the videos, even going to concerts to interview the fans. “I turned to rap so that what we read and talk about is relevant,” she says, adding that she does keep violent and misogynistic lyrics out of her classroom.

“We need to have teachers study what kids are being influenced by culturally,” she contends. “I tell teachers, ‘If you were a business and trying to sell your product, you’d need to know your consumer. As a teacher, you need to know your students.’”



## CATHERINE GRAHAM SN'96, GSN'02

For Cathy that means 700 people, including 340 registered nurses, at St. Barnabas Hospital in the South Bronx – where she is director of nursing and senior VP for patient care. During 18 years of bedside nursing and 13 more in recruitment and supervision, Cathy has become a tireless advocate not just for her staff but for nurses everywhere.

“When I was made a senior VP here, it was the first time a nurse had been raised to that level. Most institutions do not hold nursing on an equal plane with physicians, but here we do. The nurses know they can communicate with me and that this gives them a pipeline straight to our president. Our nurses have a lot of great ideas, and he is willing to listen and act on them.”

In Cathy’s leadership role, “you have to anticipate the future and what your staff is going to need, anticipate where the hospital is going to be in two or three years: where do we need to improve or expand to better serve our community?”

And that community poses a unique set of challenges.

“We have children having children. We also have lots of immigrants who do not have health coverage, or may be fearful to come forward, so they do not take preventive action such as mammograms or dental care. It’s not like East Cupcake where people do what they’re supposed to do to maintain their health. More than 80 percent of our patients come in through the emergency room – they should have gone to a doctor long ago, but they didn’t.”

St. Barnabas, Cathy says, emphasizes a caring atmosphere despite its 461-bed size (plus a 199-bed nursing home also under her watch). “I’ve always tried to soften the hospital experience, especially for children. It breaks my heart that they have so little.”

That’s how Cathy’s Children’s Fund was born in 2001; it now receives ongoing support from throughout the hospital

When you’re a staff nurse,” says Cathy Graham, “you are a patient advocate; you are working to get patients whatever they need.” When you enter administration, she learned, you are all that and more: “You also become an advocate for your workforce.”



And when teachers ask, “How do you do it?” the Massachusetts native has a full reading list ready. “It’s not something that comes overnight – there’s a lot of reading, studying, and listening, and you have to take a scholarly approach. You also just have to get out more.” Dale often works in juvenile facilities, for example – so when in New York recently she went out to see Rikers Island prison first-hand.

Bringing a poetry or theater project into a correctional center, Dale keeps her expectations high. “Even the most difficult kids have something to say and want to reach out. You learn through experience what you have to cut through to reach them.”

So it helps that Dale studied psychology while at CNR. “But more important, I learned to use my mind. The nuns encouraged you to become whatever you wanted to be.” And Dale tries to pass that same message along in her residencies.

“[Music entrepreneur] Russell Simmons is a great inspiration to me and to the children I work with; he knows where they are from. We read his book, we study the *Wall Street Journal*, we look at [other hip-hop related businesses such as] FUBU. If we want young people to have jobs, they need to

know how America operates.”

But the focus is not all business. “I believe we don’t have enough time to reflect,” Dale says, “and if you live on the street, your existence is truly moment to moment.” That’s why she often brings in works like Marcus Aurelius’ *Meditations*. “I remember one kid whose knuckles were always raw from fighting; he would come in and sit down, I’d give him a Marcus Aurelius quote, and he would write and write on it. It’s the human condition: people want to think.

“Another project I’ve done is mourning cards, remembrances of someone who was close to you. So many children want to do these cards. They’ve seen people close to them die, sometimes violently, and losing someone close that way really changes how you view life. The cards provide a moment to stop and grieve.

“You can’t save a child yourself,” Dale admits. “You cannot change what that child has to go home to. But you can listen to the issues children raise, treat them with respect and civility, give them a few moments of grace.” ■

and community.

“Kids were petrified being taken to the operating room, so we bought these bright red carriages they can ride. We have exam tables shaped like zoo animals, things that help take the fear away.

“One little boy was crying and crying, and his mother looked so mortified I was worried she was going to take him home before the exam that he really needed. I said, ‘Wait just a minute’ and ran upstairs to get a pair of animal slippers. Well, the boy quieted right down, and the mother was so relieved and grateful. Best two dollars I ever spent.”

It’s such moments, Cathy says, that make nursing so rewarding. “How do you put into words holding an elderly person’s hand to ease their fear? When people are in pain or discomfort, you do your best to alleviate it; you can’t always succeed, but at least you know you’ve tried.”

And there are other, more tangible rewards. Amid a worldwide nursing shortage, “you can walk into just about any hospital and get \$55,000 right out of nursing school, plus shift differential. And you can relocate anywhere you want. That’s why we’re seeing more people turn to nursing as second careers – there are big-time positives!”

Another positive: nurses are being encouraged to learn more and augment their skills. St. Barnabas, Cathy says, offers extensive cross-training. Staffers also get full reimbursement on up to 18 college credits a year (and can take a CNR master’s program right on site).

“For a long time, nurses were looked at as tools, not as thought-producing individuals. The doctor gave the orders, and you just handed them the chart. But patient care now is much more collaborative.”

Of course, it’s not all a bed of roses, says this physician’s daughter. “People don’t realize the physical demands of work-

**It’s such moments, Cathy says, that make nursing so rewarding. “How do you put into words holding an elderly person’s hand to ease their fear? When people are in pain or discomfort, you do your best to alleviate it; you can’t always succeed, but at least you know you’ve tried.”**

ing in a hospital – picking patients up, turning them over. When I first started out, I envisioned this angel of mercy thing,” she laughs, “just effortlessly floating from room to room.”

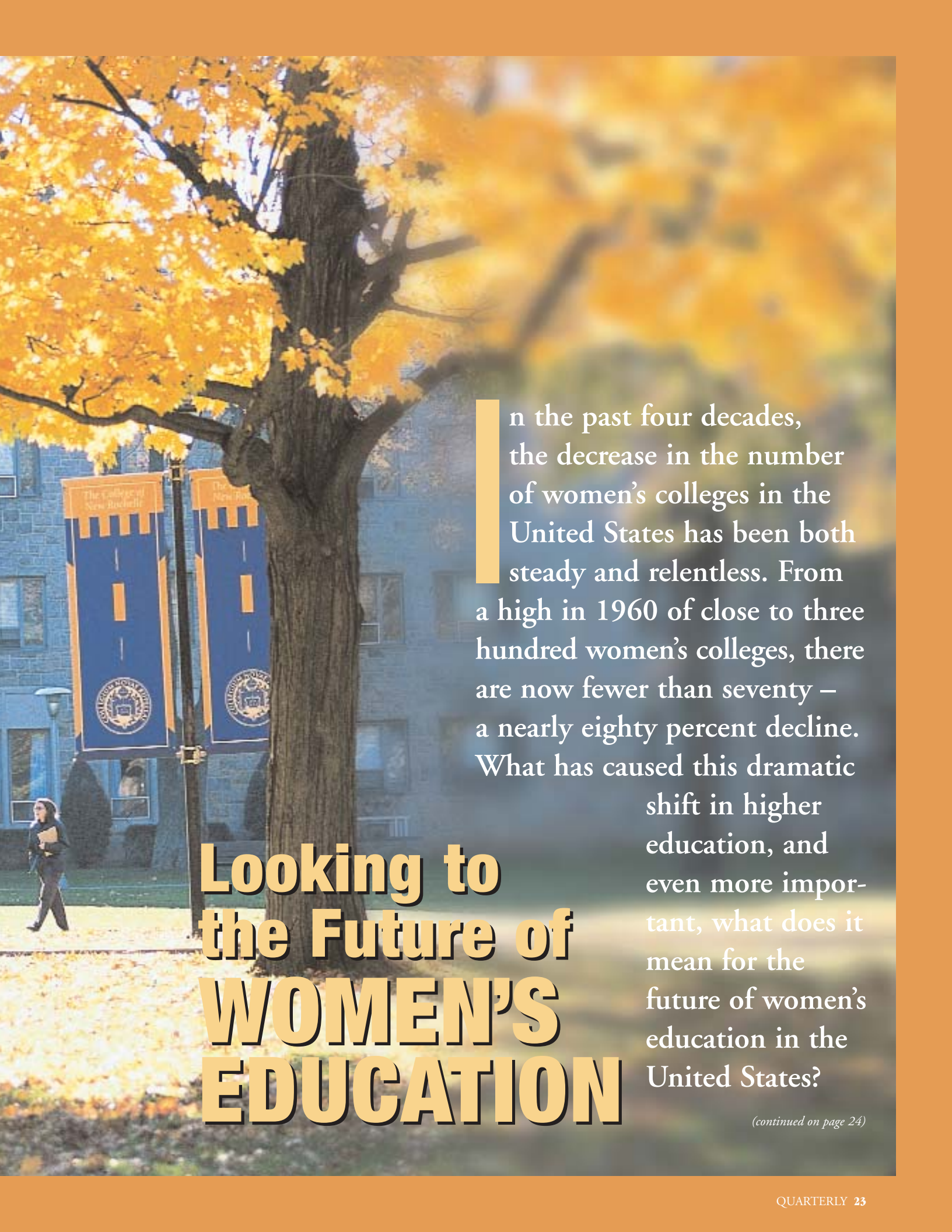
The long and constantly changing hours are another challenge. “Hospitals are a 24-hour-a-day business. You get a lot of action on nights and weekends, and you never know what the ambulance is going to bring in.”

But when Cathy does get some free time, she and husband Dennis (a nurse at Memorial Sloan-Kettering Hospital) like to ski or just kick back to watch *ER*. The show is pretty realistic, she says, except that “they tend to show just the exciting stuff. And everybody’s just so drop-dead gorgeous!” ■









In the past four decades, the decrease in the number of women's colleges in the United States has been both steady and relentless. From a high in 1960 of close to three hundred women's colleges, there are now fewer than seventy – a nearly eighty percent decline. What has caused this dramatic

shift in higher education, and even more important, what does it mean for the future of women's education in the United States?

*(continued on page 24)*

# Looking to the Future of WOMEN'S EDUCATION



**"It is impossible in the modern age, in almost every instance, to provide the rich college programs required with fewer than, say, 800 students."**

**—DR. STEPHEN SWEENY**



## Looking to the Future

*(continued from page 23)*

**T**he cause for this rapid decline in single-sex higher education, which began in the 1960s, can be traced to several factors – social, financial, and legal. Among them, according to Seton Hill College President JoAnne Boyle, was the fact that 17-year-old young women no longer wanted a single sex education.

In addition, while many women's colleges were founded at a time when educational opportunities for women were severely limited, the success of women's colleges in "educating women for leadership and social action profoundly changed the landscape of higher education," says Mount Holyoke College President Joanne Creighton. "Women were now being welcomed at higher education institutions of all kinds."

This fact was further bolstered in 1972 by the enactment of Title IX of the Educational Amendments to the United States Code, which among its provisions required that women could no longer be denied participation in any educational program or activity which received Federal financial assistance.

Dr. Patricia McGuire, President of Trinity College in Washington, D.C., also points to the shift in higher education funding to publicly subsidized colleges and universities that threatened the very existence of small, private, liberal arts colleges. Smaller schools, especially women's colleges, suffered, says CNR's President Stephen Sweeny, because with small enrollments, they were unable to meet the financial demands

of providing the increasingly sophisticated courses and services that a college education demanded. "The issue was and is critical mass," explains Dr. Sweeny. "It is impossible in the modern age, in almost every instance, to provide the rich college programs required with fewer than, say, 800 students."

As a result, women's colleges struggled. Many, unable to attract enough students to maintain their programs, were forced to close their doors. Others chose to merge with nearby institutions or devised new approaches that allowed them to preserve their mission of serving women. And still others chose to go coeducational.

### Transform or Perish

Seton Hill's transition from single-sex to coeducation, says President JoAnne Boyle, began gradually in 1987. "We've had about 10 percent enrolled men for 20 years, though we continued to call ourselves a women's college." Though they opened the graduate and adult programs to men in the early 1990s, their traditional all-women undergraduate population continued to decrease. Finally, in 1996, the board voted to open all programs to men, and they have been officially co-ed since. "It was the best decision we could have made to insure the future of the institution," says Dr. Boyle.

Founded as a women's college in 1893, Hood College welcomed their first fully co-ed freshman class this past fall. President Ron Volpe describes the decision to go co-ed, which came after dwindling enrollment forced the school to draw upon its endowment to meet operating costs, as "not one of whether women could be better educated in a single-gender or co-ed environment but one of institutional survival." They are currently in the midst of an ambitious five-year plan of repositioning, more aggressive recruiting, and strengthening every aspect of the school, while building to an ideal student population of around 2,000.

For other colleges, like Washington's



Trinity College and The College of New Rochelle, remarkable adaptations to extend their educational resources to traditionally underserved populations have been key to their survival.

"Today, many of us, especially Catholic women's colleges located in the cities, have turned our attention to the needs of urban women – a generation and a population that historically has been radically underserved by education," says Trinity's Dr. McGuire. "There's a long future and a lot of work to be done in this area."

Perhaps no story of transformation is more encouraging than CNR's own. Though forced to explore options to address the urgent problem of declining applications, including the feasibility of linking with a men's college and coeducation, CNR was unwilling to abandon its historic character and mission as a college for women. As a result, the College's leadership crafted pioneering solutions that would prove extraordinarily successful in stabilizing finances, while strengthening the College's commitment to its core values – the founding of the Graduate School (1969), the



School of New Resources (1972), and the School of Nursing (1976) – while leaving intact the single-sex dynamic of the original school for women (henceforth to be known as the School of Arts and Sciences) and its more than 20 degree programs.

Drawing upon CNR's fundamental values – the liberal arts, the Ursuline tradition, education for service, and access – each of the new schools deepened and broadened the institution's appeal and capacity to serve important constituencies, including men. The Graduate School deployed the College's distinguished arts and education resources to offer advanced training in the arts and the service professions, especially teaching; the School of New Resources brought vital higher education opportunities to working adults commonly overlooked by the educational establishment; and the School of Nursing capitalized on the College's strong science foundations to serve a rapidly transforming nursing profession.

In the three decades since, the vigor of philosophical discourse that guided the College in undertaking these innova-

tions has not diminished. "CNR is a case study of saying we want to remain committed to women and not tamper with the liberal arts tradition, which has been wonderfully effective for 100 years," says Dr. Sweeny.

#### Scanning the Horizon

And while just less than 70 women's colleges remain, their leaders are optimistic. "The women's colleges remaining today are probably stronger and more committed than ever to women's education," says Dr. Sweeny. "Those that are left did what it takes to preserve the special commitment to women."

And that commitment continues to yield benefits – at both the secondary school and college level. Beyond some of the obvious classroom pluses of single-sex education – less testosterone-induced distraction, no elbowing aside in chem lab, no embarrassment at revealing intellectual prowess – according to studies done by the Women's College Coalition, young women participate more fully in and out of class, they report more satisfaction than their co-ed counterparts with the college experience, score

higher on standardized achievement tests, are more likely to graduate, and are more successful in their careers.

"It is very difficult in a co-ed class to give girls equal opportunity no matter how good your intentions," says Sr. Jean Baptiste Nicholson, OSU '60, Principal of Ursuline School in New Rochelle for the past 26 years and Chair of CNR's Board of Trustees. "What differs is how you teach... Some things you just can't do as well in a co-ed setting. [As a single-sex institution] we have the freedom to engage women on the level of being women and yet engage them intellectually."

Adds Dr. Joan Bailey, CNR's Senior Vice President for Academic Affairs, "The single-sex environment creates the necessity for young women to do things they would not otherwise do. It gives them the opportunity to assume leadership roles, to test, to take risks, things young women do not readily do in the presence of young men."

The outcome is clear. In *Business Week's* recent list of 50 women who are rising stars in corporate America, one third received their undergraduate degrees from a women's college, as did one third of women board members of the 1992 Fortune 1000 companies. The long list of distinguished women's college graduates includes Madeleine Albright, Margaret Mead, Rachel Carson, Frances Perkins, Wendy Wasserstein, Geraldine Ferraro, Bernardine Healy, Hillary Rodham Clinton, Anna Quindlen, and CNR's own Mary Donohue and Anne Sweeney.

As for the future of women's education, "Advancing educational opportunity for women across all ethnic, racial, age, and socio-economic groups both in this country and in the world is the great unfinished agenda of the 21st century," says Mount Holyoke's Dr. Creighton.

With infectious enthusiasm, Trinity's Dr. McGuire adds, "We firmly believe that the women's college is a vital piece of our future."

*This article is based on interviews by Paul Sonnenburg, a freelance writer based in Washington, DC.*



# Opening a Year of Celebration

As the Ursulines opened the doors of Aleland Castle to the first students of The College of New Rochelle in 1904 with stately elegance, with deep faith, and with great enthusiasm for the future, the College opened its Centennial celebration appropriately one hundred Septembers later with a liturgy and academic convocation.

Drawing hundreds of alumnae/i, faculty, students, and friends of the College to Holy Family Chapel on a hot,

scroll representing the charter of the College.

Celebrated by Archbishop Joseph Pittau, SJ, Secretary of the Congregation for Catholic Education and longtime friend of the College, the liturgy was a joyous testimonial to the College's continued faithfulness to its religious heritage.

"Most assuredly for these 100 years, we have been dependent on God working in this College Community," said

St. Teresa's community that the College came into being and thrived."

During his homily, Archbishop Pittau described St. Angela Merici's life as a stellar example of how "to serve with love," and called those gathered to do the same.

As the liturgy concluded, Dr. Sweeny surprised the Archbishop with the first presentation of the College's Centennial Medal in recognition of his support of the College. Crafted of silvered brass, the medal was created especially for the 100th anniversary to recognize those whose lives are marked by compassion and commitment.

## Commemorating Academic Achievement

The following day, a formal procession of the faculty cloaked in academic regalia marched across the campus – which was festooned with blue and white banners commemorating the Centennial – to begin the convocation, held under a tent on Maura Lawn. Dr. Sweeny welcomed those gathered to the celebration.

"It is a particular university, The College of New Rochelle, we celebrate described in many ways over this century (including in the early days as Mother Irene's folly)," he said. "It has been named and described very personally and uniquely by 38,653 graduates who shared and, in turn, shaped this university community. So this is what we celebrate: a Catholic liberal arts college for



Archbishop Pittau greets members of the College Community after the liturgy.

humid Sunday, the liturgy began with a procession that demonstrated the College's acknowledgment of its rich history, as objects reflecting that history were brought to the altar – an icon of St. Angela Merici, foundress of the Ursuline Order; a necrology of the deceased Ursulines of the Community of St. Teresa, the founding community of the College; a symbolic key to the Castle, the first home of the College; a copy of the book *The College of New Rochelle: An Extraordinary Story*; a commentary on the writings of St. Angela; and a

Dr. Stephen Sweeny, CNR President. "We who gather today in worship find the evidence of God's presence among us unmistakable."

Showing appreciation to the Ursuline foundresses for the "gift that is The College of New Rochelle," Dr. Sweeny went on to say, "The Ursulines are and must be central to our 100-year celebration. It was from the sacrificial lives of Mother Irene Gill and the Ursulines of

*Crafted of silvered brass, the Centennial Medal was created especially for the 100th anniversary to recognize those whose lives are marked by compassion and commitment.*





*New York State Lieutenant Governor Mary O'Connor Donohue '68 greets Avery Cardinal Dulles prior to the Convocation, as Dr. Stephen Sweeny, CNR President, looks on.*

women, the extraordinary gift of the Ursulines to the world, that has touched and transformed lives for 100 years. Here has been a privileged place, sacred space, where women, and more recently in some programs, men can fully discover what it means to be human. Such glorious achievement is drawn out of and across every discipline and points our graduates to be women and men not simply of career and professional achievement, but women and men of conscience and compassion."

Four special guests, representing the society in which the College has grown, offered their congratulations – New York State Lieutenant Governor Mary O'Connor Donohue, a 1968 graduate of the College; Dr. Saul B. Cohen, Regent at Large and Chair of Higher and Professional Education of the Board of Regents of the University of the State of New York; Pat Keegan Abels, District Administrator of the 18th Congressional District of New York and a 1973 graduate of the College, representing Congresswoman Nita Lowey; and New Rochelle Mayor Tim Idoni.

"Congratulations for a century well done," said Lieutenant Governor Donohue "and from the bottom of my heart, con-

tinuing belief as well as best wishes that there will be many, many more successful centuries here at my dear alma mater, The College of New Rochelle."

Hailing CNR as a special college, Dr. Cohen noted, "This College has given many students the opportunity to develop their aspirations, motivations and skills... It has faithfully sustained its century-old commitment to excellence in higher education for women. And it's remained true to its historic dedication to the liberal arts, to the life of the mind, as well as its religious traditions, ecumenical outlook, and community service orientation."

Pat Keegan Abels recalled her days residing in Maura Hall, before remarking, "Truly, the College has made me the person I am today, and for that I will be forever grateful." Later, she continued, "One hundred years of providing access and service, indeed gives us many reasons to celebrate."

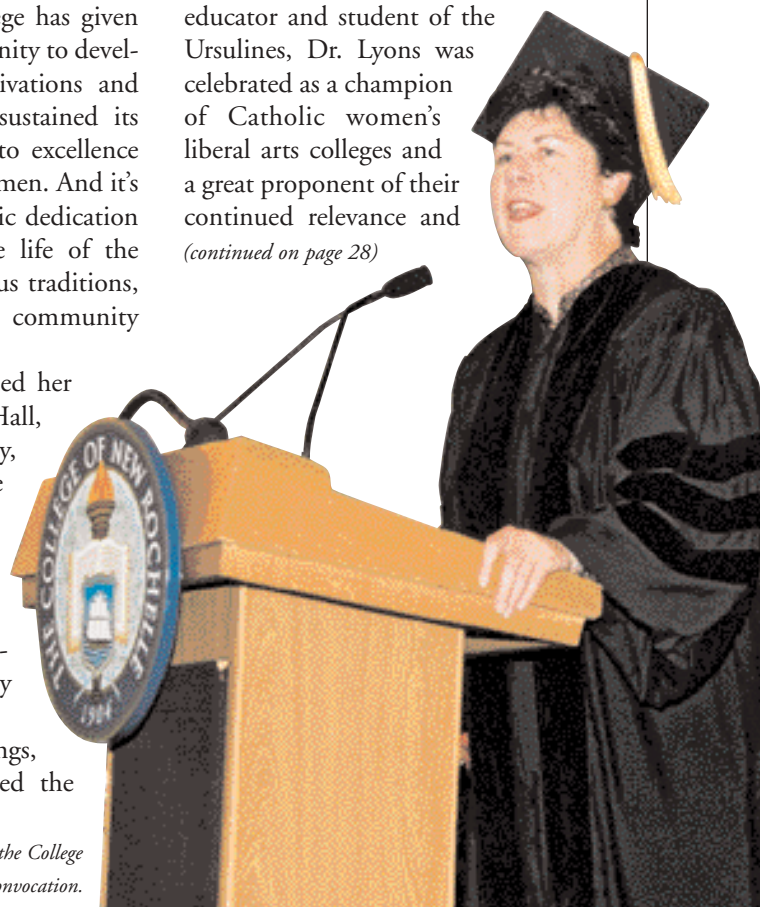
Offering the final greetings, Mayor Idoni complimented the

College as an integral member of the New Rochelle community. "The College provides not only an absolutely wonderful anchor for a very historic neighborhood but also a wonderful education to thousands of students who pass through its doors... many who later become residents of our community."

Selected especially for, in Dr. Sweeny's words, "modeling the very values which have animated the College for 100 years," three individuals were recognized with honorary degrees to mark the occasion – Avery Cardinal Dulles, SJ, the Laurence J. McGinley Professor of Religion and Society at Fordham University; Dr. Mary Lyons, President of the University of San Diego; and Dr. Antonia Coello Novello, New York State Health Commissioner.

A longtime friend of the College, Cardinal Dulles was lauded by Dr. Sweeny as a world-class theologian, who was named Cardinal in 2001 in an extraordinary gesture of affirmation and appreciation for his lifetime of service to the Church, and whose presence "reminds us of our identity as a Catholic college...." A highly respected educator and student of the Ursulines, Dr. Lyons was celebrated as a champion of Catholic women's liberal arts colleges and a great proponent of their continued relevance and

*(continued on page 28)*



*Dr. Mary Lyons addresses the College Community during the convocation.*



## Opening a Year of Celebration

(continued from page 27)

vitality in meeting contemporary needs, while Dr. Novello was noted for her lifetime of service in private medical practice and in leadership in public health care issues.

Later, while delivering the formal address at the convocation, Dr. Lyons spoke of the prevalent qualities that she felt had given the College its character during its first 100 years – its strong humanist orientation, its commitment to the education of women, and its pioneering work as it adapted to the challenges of the times.

“Most notable in recent decades has been the College’s success in expanding its curriculum, extending its reach into the heart of New York City and into the neighborhoods of the metropolitan region,” she said. “The College of New Rochelle makes its home easily wherever there are students. And indeed adapts itself to meet their educational needs.”

Remarking on the College’s history, Dr. Lyons continued, “Most colleges and universities speak with pride about their founders, their traditions, their roots. This should be particularly true for The College of New Rochelle because its roots are so ancient and enduring. Those enduring marks of the College – a curriculum steeped in the liberal arts, a commitment to the education of women, and responsiveness to change – all are generative gifts from St. Angela Merici and her Company of women who in turn bequeathed these to the Ursuline sisters who founded the College.”

Dr. Lyons went to briefly trace the impact of St. Angela, and later the Ursulines, on the evolution of the College. At a time, 16th century Italy, when women were valued mainly as child bearers, “The courage of [Angela and her Company of women] liberated them from the boundaries of class and power. Not for selfish reasons, not for personal gain, but for service.... The spirit that prompted Angela to break the mold of her own social structures on behalf of leading a life of prayer and

work with companions planted the seeds of a pioneering spirit that has grown into a great harvest at this College.”

Concluding her remarks, Dr. Lyons repeated the words of Pope John Paul II, who “exhorts us to remember the past with gratitude, to live the present with enthusiasm, and to look forward to the future with confidence. The College of

New Rochelle has every reason to be grateful for its past, to be enthusiastic for its present, and to be confident in its future.”

Truly, a fitting closing to a glorious two-day celebration and an appropriate prelude for the year of celebration to come.

– Lenore Carpinelli



Following the Convocation, alumnae and friends of the College continued the celebration at the President's Circle Dinner. Pictured (above) are: Margo Marabon Terwilliger '68, Marilyn Dempsey McGill '68, and Christine LaSala SAS '72 and (below) Gerald Moran, Alicia Murphy McCormick '61, and Joyce Celentano Moran '61.



## Ursuline Artists: Meshing the Creative with the Spiritual

Perhaps better than any other, the religious community understands the value of nourishing the spirit as well as the body. In the life of the Ursulines, the fine arts have always been the food of the soul.

On the sweltering September afternoon that marked the opening of the College's Centennial celebration, the Castle Gallery celebrated the unique voices and visions of Ursuline artists with its opening exhibit "Ursuline Artists: Expressing the Creative Vision." The show featured a rich tapestry of works by Ursulines – many of whom are connected to the life of the College as teachers, mentors, and students – whose extraordinary history is intimately woven into their creations. Several of the artists were on hand for the opening reception, eagerly discussing their work as they greeted an enthusiastic crowd of nearly 400 gathered inside the gallery and outside in the shade of the trees lining Maura Lawn.

The study and teaching of visual arts has always had a special place in the life of the Ursulines. As teachers, Ursulines have fostered generation after generation of artists who create from a spiritual core.

"There is a synchronicity between prayer and artistic contemplation," says



*Sr. Irene Kutsky '42, Sr. Mary Frances Judge, and Sr. Martha Counihan '67 showed their work in the exhibit.*

Sr. Martha Counihan '67, CNR Architect, who entered CNR as an English major but, inspired by Mothers Justin McKiernan and Mary Jane Robertshaw, soon changed her major to art. "Art majors were simply the happiest students on campus during the mid to late 60s," she says, "Art gave us a respite from the chaos of the times."

From "In Memoriam," the stoneware tower created by Sr. Irene Kutsky '42 to "Hospice/New Life," Sr. Madeline Kelly's haunting woven piece, the meshing of creativity and spirituality was evident in each of the works by the 30 exhibiting artists.

"Everything is sacred," says Sr. Anne Therese Dillen '58. "It simply depends on how you look at it." A teacher of art and humanities at the Ursuline School in New Rochelle, Sr. Anne Therese believes that art should be used as "a unique tool for expressing issues of universal significance." In keeping with that philosophy, her exhibit, "Dark Rosa-leen," shown last spring at the College's Mooney Cen-



*Among the work in the exhibit was But There is No Peace by Sr. Anne Therese Dillen, OSU '58.*

ter Exhibit Hall, featured over 30 watercolor images of the Great Hunger in Ireland.

"St. Angela believed that if you educate the woman, you change all of society," says Sr. Mary Jane Robertshaw '51, whose intricately carved wood lectern intrigued a class of curious freshmen. After meeting and talking with the artists at the opening, the young women left the exhibit having learned about much more than just the art.

"I always thought of nuns as nurses or teachers," remarked one student. "I never knew they were also such creative women and amazing artists." Her classmate added, "The exhibit gave me a better understanding of the Ursuline tradition at CNR, and it made me proud to attend a college represented by these women."

By the time the College's tribute to Ursuline artists closed in November, over 1,100 visitors – some former students of these talented women and others young artists just beginning their creative journeys – had come through the doors of the Castle Gallery to view the exhibit. "That's what it's all about," says Sr. Marion Lynch '63, who as Director of External Relations at the College oversees the Castle Gallery, "passing on a heritage just as you would in any family."

—Irene Villaverde



*Sr. Mary Jane Robertshaw, OSU '51 discusses her sculpture, Three-Paneled Lectern, at the exhibit opening reception.*



# Service the Cornerstone of Founder's



*Following the liturgy, Nicole Totans SAS'99 leads members of the College Community to the Statue of St. Angela Merici for the dedication and blessing.*

**B**efitting the Centennial, this year's celebration of Founder's Day was a day of recollection – a day to recall the faith that remains at the heart of The College of New Rochelle and a day to recall the importance of the mission of service first set forth at the College by its Ursuline foundresses and still deeply felt 100 years later.

The day's activities began with a liturgy in Holy Family Chapel, a liturgy which said Dr. Stephen Sweeny, CNR President, "strengthened us to preserve the College's rich heritage for others yet to come." Remarking on the centrality of the Ursulines to the Centennial celebration, as the liturgy concluded, Dr. Sweeny acknowledged two special visitors from Rome – Sr. Anne Leroy, OSU, and Sr. Brigitte Brunet, OSU, bestowing on them the College's newly inaugurated Centennial Medal, created especially for the 100th anniversary to recognize those whose lives are marked by compassion and commitment.

From the liturgy, the group of nearly 200 alumnae/i, faculty, staff, and students went on to pay tribute to the College's true foundress, St. Angela Merici, who formed the Order of St. Ursula in 1535, by dedicating a statue in her honor sculpted to mark the College's Centennial year (*article on page 2*).

Further emphasizing the importance of the Ursulines in the life of the College, Nancy Quirk Keefe '56 spoke during a special Founder's Day luncheon. "We who have known the Ursulines know how important it is to recall this rich tradition from time to time, not as a sentimental journey down memory lane but to remind ourselves what we got from them, how they enriched our lives, and how we might pass along some of the learning, the stories, the wisdom, and faith," she said.

Later in the luncheon, the presentation of the Serviam Awards by The Ursuline Institute to students from each of the four Schools – Maya Georgieva, Kari Black, Rebecca Johnson, and Julie Rivera – was an apt reminder of how the mission of service continues to permeate the CNR Community.

A native of Bulgaria, School of Arts and Sciences senior Maya Georgieva is passionate about social justice, interning with UNICEF and the International Y, assisting with the College's Human Rights Project funded by the U.S. Department of Education, and working to create a UNIFEM chapter at the College.

"For me, service is giving of oneself, whether it be time, talent, or resources, to make the world a better place," says Maya. "Service is not only touching lives but being touched by the lives of others, and there is nothing more empowering than that."

Deeply grounded in her commitment to Christian education for children, Kari Black, a student in the Graduate School, volunteers as co-superintendent of her local church school.

"The goodness that surrounds me while I am at the school, the feeling I get from comforting of a child hesitant to go into a new class, the pure joy I feel while working with the children on pageant day make this service irresistible to me," says Kari. "It is my calling, and it has changed my life."

School of New Resources student Rebecca Johnson distinguished herself as a community leader when she took the initiative to form her own team of volunteers to plan and host a benefit for the Ovarian Cancer Research Fund in her Harlem neighborhood.

"What is most intriguing to me about my volunteer activity is that the benefits are reciprocal," says Rebecca. "In helping others, I receive as much, if not more, than what I give."

A registered nurse and 2003 graduate of the School of Nursing, now enrolled in the master's program, Julie Rivera displayed her pioneering spirit when she embarked on a project to encourage safe medication use for senior citizens. In collaboration with the Nurses Network of America, Julie cre-

# Day Celebration



*Serviam Award winners (from left) Kari Black, Julie Rivera, Maya Georgieva, and Rebecca Johnson with Dr. Stephen Sweeny, CNR President.*



*In gratitude for her support of the College, Dr. Stephen Sweeny, CNR President, presented Nancy Quirk Keefe '56 with the College's Centennial Medal.*

ated a Bingo-type game which she successfully introduced to senior citizens in Pelham, NY, and has been invited to be an ongoing resource in the community.

After a brief respite in the day's program, the CNR Community once again gathered where the day began – in Holy Family Chapel – for a special Founder's Day organ concert, featuring classical selections performed on the College's new organ by accomplished organist Dr. Michael Kaminsky. A beautiful ending to a historic celebration.

– Lenore Carpinelli

## SNR Student Team Victorious in First College Bowl

**W**hat was Mother Irene Gill's birth name? Which New York City bridge was completed in 1883? These questions were just part of the excitement during the College Bowl – a brand new event added to the Founder's Day celebration which centered on the students of all four Schools.

By seven o'clock, it was already dark outside, and Maura Ballroom was bathed in the soft light of several large candelabra. Excitement was in the air as contestants, advisors, and their cheering squads came together to enjoy this first-time event. Balloons heralded the fun to come, but a large screen loomed ominously at the front of the room. This was serious business!

The College Bowl, based largely on TV's game show *Jeopardy*, was replete with buzzers, electronic scoring, and a big screen version of the *Jeopardy* board. The questions addressed subjects ranging from science to CNR trivia. The School of Arts and Sciences was Team Number One; the Graduate School, Team Two; School of New Resources, Team Three; and the School of Nursing, Team Four.

As the program began, there was hushed discussion among the individual teams, and buzzers were tentatively pressed. Soon, however, the discussions became more boisterous, laughter replaced hushed solemnity, and the cheering began. As the scores bounced back and forth, the laughter became contagious.

After a valiant effort by all four teams, the School of New Resources was declared the winner, followed by the Graduate School, the School of Nursing, and finally, the School of Arts and Sciences. To be fair, intellect might not have been the deciding factor; the teams' gambling prowess may have determined the finish. At the end of the evening, one thing was certain – a great time was had by all.

And in case you were wondering, Mother Irene's birth name was Lucy Gill, and the Brooklyn Bridge was completed in 1883.

– Judith Balfe



# Preserving the Primacy of the Liberal Arts

IT WAS A CHILLY EARLY DECEMBER DAY OUTSIDE, THOUGH IT WAS WARM INSIDE HOLY FAMILY CHAPEL AS MEMBERS OF THE COLLEGE COMMUNITY – FACULTY, STAFF, STUDENTS, AND ALUMNAE/I – GATHERED TO CELEBRATE THE CONTINUED PRIMACY OF THE LIBERAL ARTS AT THE COLLEGE DURING A SPECIAL ACADEMIC CONVOCATION HELD TO COMMEMORATE THE COLLEGE’S CENTENNIAL.



Honoree Indra K. Nooyi, President and Chief Financial Officer, PepsiCo, (from top) greets SNR Dean Elza Dinwiddie-Boyd; receives her Honorary Degree from CNR President Stephen Sweeny; and celebrates with Associate Vice President for Academic Affairs Graziella Saccon at the reception following the convocation.

“For the first 100 years, we have professed that The College of New Rochelle has been a privileged place, where women and more recently men can fully discover what it means to be human,” said Dr. Stephen Sweeny, CNR President, at the convocation. “Such glorious achievement is drawn out of and across every discipline and points our graduates to be women and men not simply of career and professional achievement, but well-rounded women and men of conscience and compassion.”

Presented with an honorary degree at the convocation for her devotion to lifelong learning, for modeling the importance of faith and family to a successful career, and for her creative and responsible corporate leadership, Indra K. Nooyi, President and Chief Financial Officer, PepsiCo, shared her reflections on the place of the liberal arts in today’s world of global commerce.

A science major herself, she said she wondered at first if she could speak on the value of a liberal arts degree, but after doing some research discovered that many of the people she most admired had themselves been schooled in the liberal arts.

“I realized that there were inherent qualities in a liberal arts education that make recipients capable of delivering critical skill sets for modern business.”

Continuing, she argued, “Pursuing a liberal arts education demands a greater sense of risk and adventure than pursuing an education in the sciences. Those emerging with liberal arts degrees bring with them skills to function in a world bombarded with information. They not only help us to stay connected to impor-

tant information, they help us to make sense of it.”

She went on to discuss how the business world, PepsiCo in particular, utilizes the liberal arts.

“Fundamentally, our success begins with an understanding of people – in our case, consumers. We’ve got to gain deep insights about our consumers – how they think, behave, and communicate. It’s only when we have such insight that we can develop products and programs that will help our businesses grow.”

Turning to more personal experiences, Ms. Nooyi described growing up in South India, where a science degree was valued over all else. So, she faithfully majored in chemistry, physics, and math, and went on to get a business degree in finance. But early on, as a young student at Yale, she came to the realization that “I had a great education and was a fairly intelligent student – but I was not as well rounded as I needed to be – especially to get ahead in the highly complex world of corporate America.”

Continuing, she said, “I could integrate, differentiate, and write equations with ease. I could read math and chemistry books... but write an interesting, engaging essay on something as simple as ‘my early experiences as a foreign student at Yale’? I just couldn’t pull it off...”

“I saw everything in black and white – could not understand that shades of gray, in fact, predominated. You see, I had never studied philosophy or psychology – subjects that thrive on interpretation – not just linear logic.”

Recognizing that her future as a corporate executive depended on her acquiring skills valued as part of the liberal

**“The pursuit of a liberal arts education is the epitome of learning how to learn.”**

—Indra K. Nooyi

arts, she has actively worked to enhance her knowledge of the liberal arts – philosophy, psychology, and history among them – by leaving the comfort of her chair to experience new things, hear different perspectives, and see the world. And it is that expanded knowledge, she says, “that has made me a better mother, better corporate executive, and overall, just a better rounded and more interesting person.”

Indeed since the College began 100 years ago, it has been encouraging graduates to make learning a lifelong pursuit.

“Since the beginning, the mission of The College of New Rochelle has focused on the liberal arts, first because the liberal arts educate the whole person, and second, because the liberal arts are, in fact, the best possible career preparation,” said Dr. James Schleifer, Dean of Gill Library, during the convocation. “The liberal arts nurture all dimensions of the individual and, at the same time, they prepare graduates for new professions and emerging opportunities. True to its mission, the College has faithfully upheld these two fundamental beliefs for the past one hundred years.”

— Lenore Carpinelli



Helen Wolf, Associate Director of Campus Ministry, leads members of the College Community in singing the National Anthem.

## Answering the Question: *How Do We Educate Civilized Human Beings?*

Continuing the discussion on the Primacy of the Liberal Arts begun at the academic convocation, the College held a colloquy the following day welcoming a distinguished group of educators to campus to converse on the future direction of the liberal arts. Moderated by Sr. Bridget Puzon, OSU '57, Editor of *Liberal Education* at the American Association of Colleges and Universities, the discussion sought to answer such questions as should learning be for personal enlightenment or should it have pragmatic purposes that engage public issues? And how do we educate civilized human beings?

In an attempt to answer these questions, each of the panelists focused on a specific area – Rev. James Heft, University Professor of Faith and Culture and Chancellor at the University of Dayton, spoke on the Catholic vision of liberal education; Dr. Dorothy Brown, Professor of History Emerita at Georgetown University, addressed the centrality of the liberal arts as American Catholic higher education has evolved; and Jean Morse, Executive Director of the Middle States Commission on Higher Education, examined the role of the liberal arts in American higher education and the current themes of accountability and assessment.

Beginning by identifying some common misunderstandings of liberal education from a Catholic point of view, Rev. Heft said, “People who say that to be a good Catholic college or university one must first be a good university or college, contribute to the first

common misunderstanding... which presupposes that the shape of a good college is already given... and that being Catholic will provide a certain seasoning to the main dish.... For these people, being Catholic is only an adjective, while being a university is a noun.”

Supporting his point with examples of educational institutions incompatible with the Catholic intellectual tradition, such as research universities which promote specialization through disciplines rather than the integration of knowledge across disciplines, Rev. Heft went on to say that a Catholic college goes beyond merely promoting the liberal arts as the best way of developing a person's fullest human potential. “At a Catholic college, the liberal arts are also about deciding one's identity and developing one's potential within the richer context of discovering one's calling and dedicating one's self to God and to others.”

Moving on to address the Catholic vision of liberal education, Rev. Heft spoke of the value of tradition, underscoring human reason. “A confidence in human reason, though not without its flaws, opens up Catholics for dialogue

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Colloquy participants Jean Morse, Sr. Bridget Puzon, OSU '57, Dr. Dorothy Brown, and Rev. James Heft pose with CNR President Stephen Sweeny (far left) and Dr. Joan Bailey, Senior Vice President for Academic Affairs (far right).



## Answering the Question...

(continued from page 33)



*Dr. Dorothy Brown stresses a point during her presentation.*

with those of other faiths and even of no faith to learn what will contribute to a deeper sense of truth... Since in the Catholic tradition, reason and faith are intimately related, there is no part of the curriculum that is not informed in some way by philosophical, ethical, theological perspectives." In nursing for example, "the Christian vision of the human person prevents care for the sick from being reduced to the use of technologies and the dispensation of drugs."

Rev. Heft concluded by discussing the challenge which, in his view, impedes sustaining and deepening distinctive Catholic academic traditions – the powerful commercialization of American culture, which in the academic world translates into trustees that think only of maximizing revenue, faculty who think only of their own discipline and career advancement, and students who think only of acquiring marketable skills and landing a good job.

"Catholic colleges, administrators, and faculty must help students see beyond what they want to what, in fact, they most need – an integrated educational experience rooted in religious tradition that will sustain them in whatever profession they choose."

### A Foundation for Life

Exploring the liberal arts in American Catholic higher education, Dr. Dorothy Brown briefly outlined the dynamic societal changes in the 1960s that impacted higher education before concen-

trating on three Catholic educational institutions – Georgetown University, the oldest Catholic and Jesuit university in America; College of Notre Dame of Maryland, the first Catholic college for women to grant baccalaureate degrees; and The College of New Rochelle, the first Catholic college for women in New York State.

"In 1970, both the College of Notre Dame of Maryland and CNR faced serious challenges that compelled not only curricular discussions, but strategies of innovation and adaptation to ensure their survival," she said. "Both remained true to their founding to respond to the needs of women and to provide access and opportunity." At CNR, the response meant a strategy of growth that resulted in formation of the Graduate School, the School of New Resources, and the School of Nursing.

Recalling her role as a member of a Middle States accreditation team two decades ago with the assignment to review the School of New Resources, Dr. Brown said, "Seeking examples of academic rigor, I found it in the impressive work on file for each student and the obvious success of the graduates. Housekeepers had become social workers and teachers aides had become certified teachers. It was clearly a program that empowered."

And as the adult students go forth with degree in hand, "the challenge," she says, "is for them to experience the coherence of the liberal arts as a foundation for the life they will live and to be convinced that the required courses in the liberal arts are essential and not just something to 'get over with.'"

So what, according to Dr. Brown, is the best assurance that the liberal arts will remain at the heart of our endeavors? The intense discussion on mission and identity now underway on every Catholic campus.

"The liberal arts have been one of our distinguishing marks of excellence from the beginning," said Dr. Brown. "The charism of the Ursulines, Jesuits, and School Sisters of Notre Dame has always included a commitment to 'wholeness,' to strong teaching in student-centered programs. The continuing challenge is

to articulate and program the value added, the plus factor of the liberal arts in Catholic higher education."

### Responding to the Challenges

In view of recent public unrest with the rapidly increasing cost of higher education, communicating the integral role the liberal arts must play in a college education may be even more of a challenge today.

"If we are not able to explain to the public what we mean by liberal arts, how we know that students have learned them, and why they are important, we are at risk for having the liberal arts undermined by simplistic tests of accountability that will put the emphasis on career readiness and very basic skills instead of liberal arts," said Jean Morse.

With legislative proposals being made to condition accreditation on numerical goals such as graduation and job placement rates, the higher education community, reports Ms. Morse, is counter proposing that accountability be measured by what students learn.

"We have proposed that the way to measure the success of student learning is to concentrate on what is in students' heads. The numerical measures should be disclosed to the public, but they should not be absolute measures of quality."

So, what does this mean for the liberal arts? "Colleges must continue to analyze and rethink what liberal arts mean in our society," said Jean Morse. "As a higher education community, we have the opportunity and responsibility to reinforce the central role of the liberal arts."

Ms. Morse, who spent 18 years as a corporate lawyer before beginning a career in higher education administration, ended with a personal anecdote. Realizing her ability to make such a dramatic career change was directly related to her liberal arts education, she wrote to the president of her college thanking her for the liberal arts education which after all these years had really taken hold. Expecting to receive a customary thank you letter, she instead received her own letter back. On it, the president had written "Keep using it."

– Lenore Carpinelli

# Holiday Opera Performed to Celebrate CNR

As part of the Centennial celebration, the one-act opera *Amahl and the Night Visitors* was presented in the beautiful setting of Holy Family Chapel in December, much to the enjoyment of those gathered for the event. Co-produced by Campus Ministry and CNR Drama, the fully-costumed performance, featured a 17-piece orchestra with solos performed by members and friends of the College Community.

Since it was first presented in 1951, *Amahl and the Night Visitors* has been seen on every continent and in many languages. The story, which tells of the night the Three Kings, following the star to Bethlehem, stop for shelter at the home of Amahl, a poor, crippled shepherd boy, was inspired by the Wise Men's tale of a kingdom "built on love alone."

*Top: The shepherds – Danielle Peets SAS'07, Davyd Suber, and Kimberli Ringel-Kane SAS'04 – entertain the Kings with a dance.*  
*Bottom: The Three Kings – Ken Anders, Chris Anderson, and Steven Loftus – sing of their mission to see the miracle in Bethlehem, as Spencer Pelak, as the Page, looks on.*



## Centennial Service Project Underway



*In El Salon De Las Ursulinas in Brownsville, Texas.*



*Children in Matamoros, Mexico.*

On the United States-Mexican border, the impoverished immigrant populations of Brownsville, Texas and Matamoros, Mexico live in trailers or one-room shacks with limited or no electricity, running water, or indoor plumbing. Poor health due to the inadequate diet, contaminated water, and lack of medical attention is pervasive. Because there are few facilities in the area, education and employment opportunities are scarce.

The Ursulines have undertaken missions to serve these families in need. In Brownsville, El Salon de las Ursulinas, a one-room trailer, functions as a school, community center, and library. In Matamoros, Project Vida Digna is addressing healthcare needs, helping families improve their homes, providing food, clothing, and school supplies to over 100 families.

Continuing its commitment to promote service to others, The College of New Rochelle is collaborating with the Ursulines to bring much needed assistance to these people through the Centennial Service Project. The Project, being coordinated by Campus Ministry, will unify the efforts of the entire College Community to help these impoverished communities through fundraising, collections of needed materials, on-site service, and education.

For further information, contact the Office of Campus Ministry at 914-654-5592.







# alumnae/i Remember...

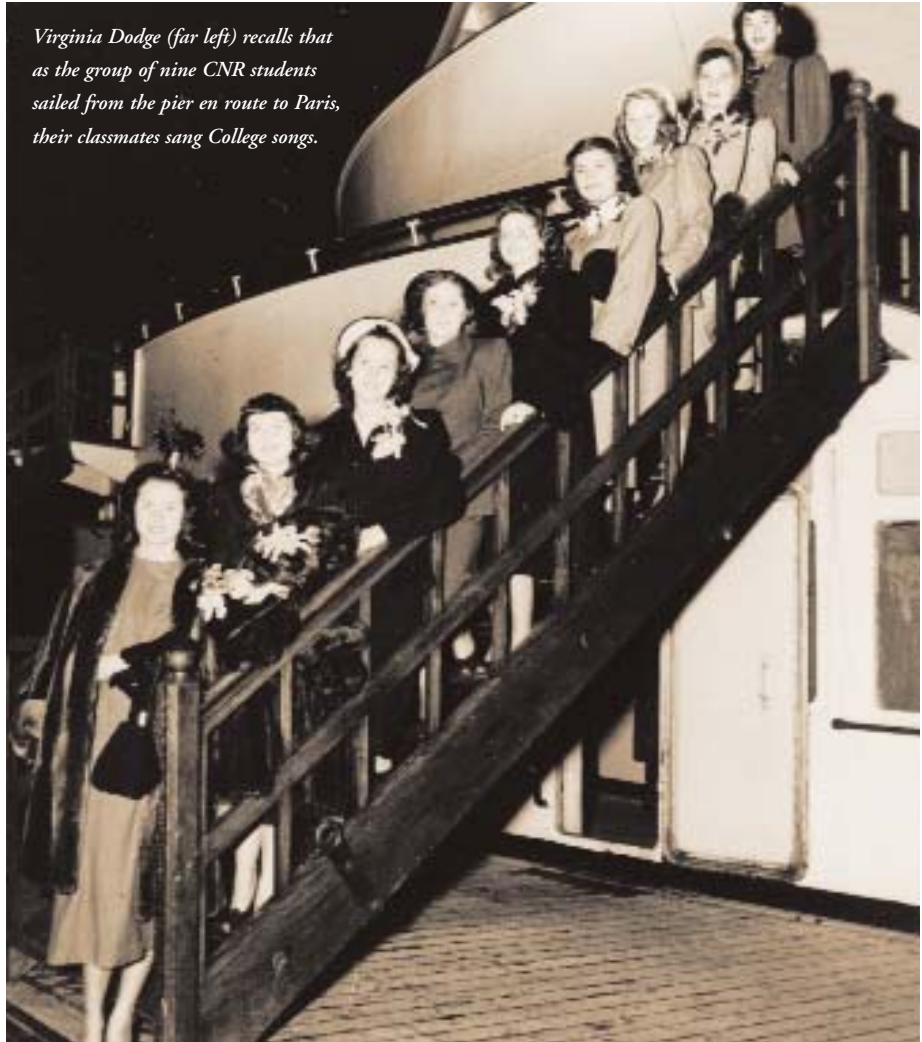
THE COLLEGE OF NEW ROCHELLE PROVIDED ME WITH AN ENTRE TO A lifetime of intellectual curiosity, a love of beauty, and a travel thirst that is unending. My world vistas were expanded when I had the opportunity to spend my junior year in Paris – an experience which has colored every aspect of my life.

When I arrived in Paris, as an art major in 1947, I knew very little French and lacked confidence in my artistic ability. Undaunted by these deficiencies, I plunged into my new surroundings with great enthusiasm. It was only two years since WWII had ended, and there were scarcities of food and other commodities. When electricity was cut off during dinner, we ate by candlelight. When the metro didn't *marche*, we walked. We looked forward to our once-a-week treks to the public baths to take a ten-minute shower.

What an exciting time it was! Christian Dior had just sprung his "new look" on the fashion world and Jean Paul Satre held sway with his philosophy of existentialism. We attended the fashion collections and were spellbound by the elegance of the clothes. We never missed an opportunity to enter into philosophical discussions with our French boyfriends. Our social lives were to be envied by the young French women who had to be chaperoned when they went on dates. We, on the other hand, had invitations to parties, dances, receptions, and dinners, which we could enjoy with the freedom of *une jeune fille américaine*. What can I say about the impact that French art and architecture had on me? For one of the excursions coordinated with the art history classes we attended, we spent a weekend visiting the chateaus of the Loire – matchless in their splendor.

Since we were the first group of American students to study in Paris after

*Virginia Dodge (far left) recalls that as the group of nine CNR students sailed from the pier en route to Paris, their classmates sang College songs.*



the war, we attracted some celebrity. *Vogue* ran a spread on us with photos of Reid Hall (our residence) and students studying, painting, or eagerly awaiting the distribution of mail.

I return to Paris as often as possible. A part of me is always there in spirit – crossing the Luxembourg Gardens as a student rushing to a class at the Sorbonne; sauntering along Rue Montparnasse en route to the *atelier*; people-watching while sitting at a sidewalk café; or listening to the songs of Edith Piaf and Charles Trenet.

Thank you CNR for such an unforgettable year. Truly, it was the best year of my life!

Virginia Dodge '49

ELI, THAT RIGHT OF PASSAGE FOR ALL SCHOOL OF NEW RESOURCES STUDENTS. I will always remember my first day in ELI – my first day back in school in over 20 years. What a surprise and delight to find my lessons held in the Living Room at Notre Dame Hall, with sofas, chairs, and coffee tables instead of small, plastic chairs with side-arm writing tables. My fears subsided slowly that night when I noticed that my fellow students looked as scared as I felt. We somehow banded together that semester, applauding each other in our efforts. I finished that first class, due to the kindness and expertise of our instructor, Judith Balfe, with a newfound

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## Alumnae/i Remember...

(continued from page 37)

self-confidence and resolve to continue my journey through CNR.

I made many good friends during my years at CNR, but none as poignant as those that shared my first tentative steps into the education milieu. I graduated from CNR with a greater understanding of myself and my capabilities, armed with friendships that enhance, and applaud, my journey forward.

*Susan Crawford SNR'03*



*SNR class on Maura Lawn, circa 1979.*

MY EXPERIENCE WHILE ATTENDING CNR WAS TERRIFIC TO SAY THE LEAST. Professors like Sr. Adelaide Thomason, OSU, Dr. Claire Lavin, and Dr. James Magee really made the difference. Though I never had Dr. Magee for my classes, when I met him at the graduation dinner in 2001 it was like I had known him all my life. He encouraged me to return to further my studies through a certificate program and even gave me his home number in case I needed his assistance. That was a moment that stayed with me.

I haven't been away from CNR for very long, but the research techniques I learned there and the additional time the professors spent with me were invaluable. That is one of the reasons I am seeking admission again to CNR, planning to further my education even more.

*Cindy Bailey-Hubbard SAS'98, GS'01*



*First Pinning Ceremony of School of Nursing, 1980.*

AS I THINK BACK OVER MY YEARS AT THE SCHOOL OF NURSING, I AM reminded that I was fortunate to have had two influential instructors. The first was Dr. Susan Nevill, the graduate research instructor. She was extremely smart, friendly, and a wonderful mentor. With her guidance I was able to become engrossed in research. My graduate research project was published, and I won a national award, presented by the Foundation for Aeromedical Research for outstanding scientific research in 1998. I am still involved in research today. Debi Kelly was my nursing instructor. Debi was nurturing and kind. She brought real-life patient situations to class. I aspired to become the same kind of clinician as Debi.

*Barbara Krajewski GSN'98*

MY FONDEST MEMORIES OF CNR INCLUDE SATURDAY BRUNCH FOLLOWED BY HOPPING ON THE CNR bus to New York City. I remember standing in line at the Met to see the "Book of Kells." The late 70s were a great time for Broadway shows – *Pirates of Penzance*, *Sweeney Todd*, *Annie* to name a few, all courtesy of CNR's great cultural events staff. I have wonderful memories from the Junior Ring Dance, Parents Weekends, Strawberry Festivals, and Swimphony.

CNR had a reputation for great cafeteria food. I can still smell Mr. Theodore's Thanksgiving feast and see the "one steak" ticket at Christmas dinner. I studied for Dr. Jane Phelps' Women in American History class final exam so long that I got a headache, and an A-. Professors were open-minded and encouraged students to develop intellectual curiosity – Sr. Kristen Wenzel, OSU, assigned the book *Marriage Without Children* to the Introduction to Sociology class.

I developed discipline, ambition, confidence, and perseverance – all qualities that have helped me succeed in my personal and professional lives. My life is richer and fuller because of The College of New Rochelle. I have continued my relationship with the College since graduating – holding positions with the Alumnae/i Association and for my Class, visiting Russia with a group led by Dr. Bill Maxwell – and was proud to be awarded the *Ursula Laurus* Citation at my 20th reunion.

*Lisa Cesare SAS'81*



*Swimphony*



MY REMEMBRANCE OF THE SCHOOL OF NEW RESOURCES IS ONE I WILL pass on to my grandchildren. Uniquely designed for working adults, the weekend classes were a blessing for me. I was able to hold down a full-time job and still find time for college. I was a member of the student government, and I served as an advisor and editor for the first SNR yearbook.

There were many great teachers, but the one who really stands out for me was Professor Arthur Young. On my graduate school recommendation, he wrote, "Because I now truly appreciate how important teaching is, I am looking for potential teaching talents. In the classroom, I noticed that there was a second 'teacher,' it was George." Professor Young gave me inspiration and encouragement. Now, I am an adjunct professor and warden for a secure detention facility in Westchester.

*George Walters SNR'90*

AS I THINK BACK ON ALMOST FIFTY YEARS SINCE I GRADUATED FROM CNR, many thoughts enter my mind. Times have changed drastically since those simple, uncomplicated days. Our "day-hop" crowd was also simple and uncomplicated. We would congregate in the Day Hop room each morning and plan our days and evenings. Bridge in The Tea, Glee Club practice, football games at Fordham – these were the things that we thought were important. And I guess they were for 18-19 year olds at the time.

However, with the maturity of 70 years, other more important things stand out. CNR prepared me for the life I've tried to live as a Christian woman. We were taught that education meant educating the whole person (physically, intellectually, morally, and spiritually). This philosophy enabled me to enjoy an enriching professional life, a loving family life, and a rich spiritual life. The goals and aspirations we were offered at CNR led me down this path and opened windows for a young woman 50 years ago. For that breath of fresh air, I thank and salute you – CNR!

*Carole Saunders Doyle SAS'54*



*The Tea Room in Leonard Hall.*

MY MEMORIES OF THE SCHOOL OF NEW RESOURCES ARE SO VERY SPECIAL because each and every one of the teachers were special in my mind. As an older student, a single parent of three (including two teenage boys), life was challenging to say the least. I was determined to get my college degree before I turned 50, and I did. I know that I would not have been able to complete my education had it not been for the supportive and caring teachers and students at SNR. As adult students, many of us were struggling with full-time jobs and families, yet we all shared a passion to "get that degree."

At SNR, I found an "inner voice." Not ever realizing my potential, I gained the confidence in myself to speak out and be heard. It was enlightening to me to have wonderful discussions about life and death and everything that went on between. I have mentored three people, former drug users, who are now in their second year at SNR. The School has made a profound difference in their lives. Perhaps, like myself, they will one day feel as fulfilled as I do today because of the exceptional education I received and rewarding experiences I had at SNR.

*Roberta Apuzzo SNR'92*



*School of Nursing, circa 1980s.*

### Do you have a fond memory of CNR to share?

Send your remembrance to  
CNR Remembrances,  
c/o Office of Communications,  
The College of New Rochelle,  
29 Castle Place,  
New Rochelle, NY 10805  
or by email to [lcarpinelli@cnr.edu](mailto:lcarpinelli@cnr.edu).

Include your full name (first, maiden and last), your school, class year, and a contact number in case we have questions.



## Creche Exhibit on Display for the Holidays

The Castle Gallery is currently hosting "Return of the Crèche: Nativity Scenes from Around the World," which features more than 100 examples of crèches representing various countries from Budapest and Indonesia to Burkino Faso (Africa) and Peru. The collection, compiled by Eileen Maxwell Canty '55 and her husband, Jim, during their world travels over the past two decades, spotlights crèches made with both familiar and unconventional materials such as loufah sponge and potato flour dough. The nativity scenes in this exhibition are part of a much larger gift of crèches that the Cantys donated this year to form the beginning of The College of New Rochelle's Kate Canty Crèche Collection, named for their daughter. The exhibit runs through March 31, 2004.



*Dr. Eileen Maxwell Canty '55 and CNR President Stephen Sweeny admire one of the many beautiful nativity scenes in the exhibit.*

## CNR President Sweeny Honored

This past fall, CNR President Dr. Stephen Sweeny was lauded by two community organizations – the New Rochelle Police Foundation and the New York Women's Agenda.

In recognition of his leadership role in the community, the New Rochelle Police Foundation presented Dr. Sweeny with the Foundation's 2003 Corporate Award at its annual Dinner Dance in November. A non-profit organization, the New Rochelle Police Foundation funds, assists, and undertakes programs to strengthen the service and professionalism of the New Rochelle Police Department.

For his long advocacy of the importance of the role of women in leadership positions, Dr. Sweeny received an Honorable MENTION award from the New York Women's Agenda at the Star Breakfast in early December. A coalition of nearly 100 diverse women's organizations, the New York Women's Agenda collaborates to achieve common goals on issues affecting women and their families.

In addition, on Thanksgiving Day,



*Dr. Sweeny accepts an Honorable MENTION award from Muriel Siebert at the NYWA Breakfast.*

Dr. Sweeny was proud to accept the first Lt. Colonel Henry Dearborn Award, presented to the College by the Interreligious Council of New Rochelle in recognition of the College's long-standing support of the Council and its contribution to greater interreligious understanding. The Interreligious Council of New Rochelle is an interfaith organization whose mission is to promote interfaith cooperation and unity.

### SCHOOL OF NURSING RECEIVES 10-YEAR ACCREDITATION

After an intensive two-year self-study and review period, the School of Nursing has attained accreditation through 2013 from the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the American Association of Colleges of Nursing.

"Our mission at CNR is to offer quality bachelor's and master's degree programs that will prepare our students well for the real-life dynamic challenges they will face in their careers as nursing professionals," said Dr. Donna Demarest, Dean of the School of Nursing. "We are delighted to achieve the maximum 10-year accreditation offered through CCNE. This rigorous accreditation process is a testament to the cooperative environment that the faculty, staff, and students have worked so hard to create at the School of Nursing."

The Graduate School is proud to present an interdisciplinary conference

**"Building Resilience Through the Life Cycle"**

**Saturday, March 27, 2004**

**9 am-1 pm**

**Main Campus**

**For further information, call 914-654-5335**

## PLAYING TO BENEFIT CNR

**B**oth fore and foremost were the operative words during the College's highly successful Golf and Tennis Outing, held at Wykagyl Country Club, home of the Sybase Big Apple Classic on the LPGA Tour. The perfect early October weather – sunny yet crisp – added to the enjoyment as more than 100 alumnae and corporate friends of the College enjoyed a day on Wykagyl's top-rated course, followed by a fabulous dinner, all to benefit the College. If you'd like to play on a golf course the pros play on, mark your calendars now for next year's Golf and Tennis Outing at Wykagyl – September 28, 2004.



Event co-chairs (from left) Dolores Castellano King '61, Camille Romita SNR'75, GS88, and Beau Lang Erbe '57 with Dr. Stephen Sweeney, CNR President.



Scott Gibson, Abe Coker, Joe Tetro, and Fred Sullo take a break on the 12th green of Wykagyl.



In their tennis whites.

## School of Nursing Continues Partnership to Help Children with Asthma

**C**ontinuing its partnership with the New Rochelle City School District and the American Lung Association of Hudson Valley, the School of Nursing again participated in the Open Airways for Schools Program this past fall — the fourth consecutive semester. With the goal of empowering children in the New Rochelle community to learn how to manage chronic asthma problems, the program teaches children ages 8-11 how to detect warning signs of asthma (including environmental factors that may trigger an attack), informs them of the actions to take to help prevent an attack, and empowers them to better manage their asthma.

"Open Airways is a natural partnership for us since it matches our philosophy of providing adults and children with the proper tools to take control of their long-term health," said Dr. Donna J. Demarest, Dean of the School of Nursing.

Three registered nurses studying Community Health Nursing in the School of Nursing — Tammy Bouton, Carmen Jones-Zeigler, and Reginald Williams — were instructed by New Rochelle City School District asthma educator Virginia Lockwood, R.N., M.S.N, to implement the Open Airways Program with children in the New Rochelle public elementary schools. In six weekly lessons that started in late October, the nursing students used group discussions, stories, games, and role play to help children learn these important concepts. Their involvement is part of the CNR students' clinical learning experience necessary to earn a baccalaureate degree in nursing from The College of New Rochelle.

## Now here's chemistry!

*"This award means a lot to my family and me. My current advisor, Dr. Thomas Venanzi, has encouraged me in my study of organic chemistry, which is my favorite subject. Thank you for selecting me to become the first-ever Dyroff Scholar. Your scholarship is putting me one step closer to my goal of becoming a physician."* Tanaia Reid SAS'05, in a letter thanking Marge Dyroff for her scholarship award.

Tanaia is the first beneficiary of the George and Marge Svack Dyroff Scholarship Fund, established for outstanding students majoring in chemistry at CNR. Tanaia's dream since childhood has been to become a pediatrician in a hospital setting helping children through disease prevention.

Marge Svack Dyroff, who graduated from CNR in 1943, created this endowed named scholarship because of her dedication to her alma mater and her enthusiasm for chemistry, a love she shared with her now deceased husband, George Dyroff, a distinguished chemist for Exxon.

For more information on establishing endowed or term scholarships, please contact Carole Weaver, Director of Gift Planning, at (914) 654-5914 or [cweaver@cnr.edu](mailto:cweaver@cnr.edu).



## SNR Alumnae Enjoy a Gala at the Studio Museum

November 15 was a lovely night, though just cold enough to remind us that the holidays were on the way. On 125th Street in New York City, a gala was underway at the Studio Museum of Harlem – a gala at which more than 180 School of New Resources alumnae/i gathered to reminisce about past school days, to catch up on current happenings, and to enjoy meet-

ing old and new friends.

The exotic appetizers were as lovely to look at as they were delicious to taste – fried shrimp with garlic-ginger sauce, skewered beef and snow peas with orange-peanut sauce, shredded chicken salad in wonton cups, and seared tuna on cucumber with wasabi crème fraîche. The pièce de résistance was ginger pear sorbet and fortune cookies.

Guests, cocktails in hand, were free to enjoy the exhibits on display in the museum, including *Black Belt*, a reflection on the intersection of black and Asian-American cultures, and Aaron Siskind's *Harlem Document*, depicting the faces and places in Harlem from 1932 to 1940.

CNR President Stephen Sweeny greeted the alumnae/i and their guests, encouraging them to be role models and mentors to the New Resources students of the future, and to participate in the many special events planned for the College's Centennial year. Lowery Stokes



*Patricia Trapp SNR'02, Clinton Nared, Yetka Carlisle SNR'02, and Kerise Wynter.*



*Elena Bront deAvila, Dr. Marguerite Coke, Director, John Cardinal O'Connor Campus, SNR, Lissette Romero, and Melvyn Romero SNR'03.*

Sims, Director of the Museum, spoke of the warm relationship between the Studio Museum and the Rosa Parks Campus of SNR, which occupies two floors of the Museum's building.

"It was a wonderful event, exciting and inspirational, because I was once again reminded of the depth and breadth of our students, and the strides they make after graduating from New Resources," said SNR Dean Elza Dinwiddie-Boyd, following the event.

## Alumnae/i an Invaluable Resource in Recruitment

I've had a variety of jobs during my career at the College's School of New Resources – a work study in the Financial Aid office, receptionist for the New Rochelle Campus, the first Assistant for Retention, Coordinator of Support Services among them. In 1997, I became Director of Marketing. At first, the job description was rather vague until I discovered recruiting, and that became my main focus. Over the years, New Resources has gotten more involved with recruitment than ever before, and it is always a challenging, but rewarding, experience. I love meeting people and talking about the experiences available to adults upon entering our program. No matter which corner of the county or the five boroughs I am in, I know we have something to offer people who may not have had a chance to acquire higher education in the traditional manner, or at the traditional time.

Recently we participated in the Bronx Puerto Rican Day Parade, and it was a long, hot walk, but an exhilarating experience. We proudly carried banners and gave away beautiful bookmarks from our John Cardinal O'Connor Campus. On the same day, Dr. Mary Ellen McGovern, Campus Director of the New Rochelle Campus, attended the Hispanic Heritage Day event at Croton Dam.

In late September, I was a part of the huge Atlantic Antics Street Festival, talking about what else? The College of New Rochelle and the School of New Resources. I met many of our alumnae/i, both from SNR and SAS. They were surprised but happy to see us there, a part of a celebrating community.

The day before, the Co-op City Alumnae/i Club held their semi-annual garage sale, and, as always, had a table for recruiting new students. They have helped us to recruit in so many different

ways over the years and have now been asked to help with orientation for continuing students. What a great idea: People who have been through the program, helping others, not only to become students, but to remain students!

Marching with me in the Puerto Rican Day Parade were several staff members, two instructors, Mary Anna DeBartolo Pedroza SNR'01, and Melvyn Romero SNR'03. This past May, Mary Anna received her master's from the CNR Graduate School and is now teaching Spanish for SNR at the New Rochelle Campus. Melvyn has been very generous in giving his time to SNR recruitment, and we did some very interesting recruitment in parks and street fairs over the summer.

I mention MaryAnna and Melvyn because they are so invaluable to me in recruiting students for SNR. I mention the Co-op City alumnae/i because

"It is not often that educators get to see the results of their work, but at this event we did see and were indeed very proud. I hope to see many more events in the future that will bring New Resources alumnae/i together to enjoy the camaraderie and pride that we should all, educators, students, and graduates alike, feel."

— *Judith Balfe*



*Frankie Powe Revells SNR'95 and Dr. Joan Bailey, Senior Vice President for Academic Affairs, CNR.*

## "Migrations, Translations, & Journeys" — An Artist's Legacy



The Yankees were playing at home, the Expressway was flooded, and the George Washington Bridge was closed. October 16 was definitely not a good day to travel to the South Bronx. But that didn't stop members of SNR's John Cardinal O'Connor Campus community from gathering for the opening of "Migrations, Translations, and Journeys," artist Gilberto Wilson's exciting multi-media exhibit at the Gordon Parks Gallery. Guests sipped wine and listened to a jazz trio as they walked through the gallery enjoying Wilson's vibrant work and chatting with the artist and his family.

Wilson, whose work integrates media, collage, paintings, textiles, and family photographs, considers art a vehicle by which to explore spiritual truth. "I often wonder whether we, as artists, will have a legacy, something of lasting value, to leave to the next gener-

ation," he says. "But, I believe that if I remain steadfast in being truthful and honest in my work, the work will find its own place in history."

An important cultural resource for the community and SNR students, the Gordon Parks Gallery "really engages students during the exhibiting artists' lectures, held each semester" says Renee Vaughn, Administrative Assistant to the SNR Dean and coordinator of the exhibit.

Committed to providing opportunities for emerging as well as established artists, the Gallery reaches out to the creative community across the metro New York area and beyond, finding exhibitors through conventional – and sometimes not so conventional – means. Following church services one Sunday, SNR Dean Elza Dinwiddie Boyd was introduced to a most devoted art enthusiast and persuasive PR person – Gilberto Wilson's mother. Sometimes, all it takes is a little divine intervention.

— *Irene Villaverde*

they have been so good over so many years – Gladys Osborne SNR'92, GS'95, Pierrette Rameau SNR'00, Curley Potter SNR'86, Gladys Williams SNR'76, Gladys Irvins SNR'89, Sandy Mickel SNR'82, Evelyn Perkins SNR'95, Sadie Sadler SNR'77, Winton Yearwood SNR'99, and Barbara Yearwood SNR'01.

When I sit back and recognize what New Resources and The College of New Rochelle have done for me, and I see what they have done for so many others, I realize that word of mouth has always been our best recruitment tool, and possibly still is. But I also know that many other institutions have decided to do what we do. We now have much more competition than we used to. But we have a great tool, one we haven't fully utilized, and that is our alumnae/i. They are the best spokespersons, as they have "been there and done that." They can attest to not only the educational experience

but the life experiences that follow once a degree has been acquired. They are the living proof that what we offer is both valid and valuable.

Today, we have a changing population and changing needs. Our alumnae/i are out there, and they are close to the pulse of their communities. They offer hope to people who have not been able to get an education, and they can tell their stories best. What a great experience it would be, not only for the prospective students, but for the alumnae/i themselves, to help in recruiting new students to our program.

There are so many ways alumnae/i can do this. There are recruitments, such as parades and street fairs, that they can be involved in. They can make arrangements for us to go into their churches, community centers, or places of work and do presentations about the School. They can place materials in

strategic places in the community, or they can help with telephoning and mailings. They can help at the campuses with orientations and open houses. They can get new graduates to become active and involved alumnae/i. And of course, they can keep on talking about how great our program has been for them.

Our mission, both at CNR and at SNR, has always been, and will always be, one of service. Recruiting for the College, for the School, is really just one more wonderful way to serve the community – to point the way to a rich educational experience and to offer the promise of a lifetime of personal and professional success.

— *Judith Balfe*

*While this column is about the School of New Resources, the message communicated here can apply to any one of the College's four Schools. Alumnae/i are an invaluable resource in recruitment. For more information on how you can help, call 1-800-850-1904.*





## THINK CREATIVELY... EMBRACE CHALLENGES... CHANGE LIVES...

In this Centennial year, it is with a sense of pride and renewed commitment that we celebrate the values on which CNR was founded – a commitment to lifelong learning, independent thinking, risk-taking for positive change, spiritual growth, service to others, – the very same values our faculty and students embrace today. We ask you to pass on this gift of education to another generation of students by giving to the Centennial Annual Fund. Your contribution will be put to use immediately in each of our Schools and on each of our campuses, enhancing the lives of students and faculty by providing scholarships and student financial aid, faculty salaries, new technology, and library books.

## WE GIVE to the Centennial Annual Fund

### TO MAKE A GIFT:

- |                                                             |                                                                            |
|-------------------------------------------------------------|----------------------------------------------------------------------------|
| By Credit Card:                                             | Call Louise Dunbar, Assistant Director of<br>Annual Giving, (914) 654-5905 |
| Send A Check:                                               | Centennial Annual Fund                                                     |
| <small>(Payable to The College<br/>of New Rochelle)</small> | The College of New Rochelle                                                |
|                                                             | 29 Castle Place                                                            |
|                                                             | New Rochelle, NY 10805                                                     |
| On-Line Pledge Form:                                        | CNR website at <a href="http://www.cnr.edu">www.cnr.edu</a>                |
|                                                             | Click <i>gift giving</i>                                                   |

MARY CATHERINE  
FITZMAURICE SAS'43

## 60 YEARS OF GIVING

**M**ary Catherine FitzMaurice is, without doubt, one of the most dedicated alumnae fundraisers for The College of New Rochelle. When the fundraising system at CNR was changed a few years after her graduation in 1943, Mary FitzMaurice was elected fund agent for her Class, and she has been in the job ever since. Over the years, Mary's Class has often been first in percentage of participation and near or at the top in dollars. This past year, her Class was first in Annual Fund donors *and* dollars. Congratulations Mary!

**Mary believes totally in what CNR has done for her and can yet do for others.**

An anonymous classmate wrote in *Annales* that Mary is "efficient and methodical, deep in loyalty to New Rochelle..." Truer words were never written. Mary believes totally in what CNR has done for her and can yet do for others. Her belief motivates her to call each of her classmates every spring. Her motto is, "Don't give me an excuse to call you back because I will." She is gently persistent; she has a sense of humor about herself. She just laughs when a classmate hears her voice on the other end of the line and says, "Oh, I know why you're calling."

When Mary was told of an alumna who said she couldn't give the same amount this year as last, Mary's instantaneous response was "But she can give something." That sums up Mary's philosophy of fundraising: you can always give something. It might not be much; it might not even be money, but it's something. And if everyone gives something, we can remodel Gill Library, we can build a new Wellness Center, we can do anything.

## New Trustees Named

**F**our new members were named to the Board of Trustees in July – Sr. Jeanne Brennan, OSU '45, John Killian, Elizabeth LeVaca, and Rev. Leo O'Donovan, SJ. Each will serve a three-year term.

An Ursuline, an alumna, a former faculty member, and past trustee of CNR, **Sr. Jeanne Brennan** brings a rich history to her role on the Board of Trustees. Currently a Spiritual Direction and Retreat Coordinator for the Ursuline Associates, Sr. Jeanne previously served in various capacities at the College for 16 years, including as a counselor and advisor to the commuter students. In addition to her undergraduate degree from the College, she holds a master's in education from Fordham University and a master's in pastoral counseling from Iona College.

The Senior Vice President and Chief Financial Officer – Domestic Telecom for Verizon Communications, **John Killian** has held positions of steadily increasing responsibility during a career in the telecommunications industry that has

spanned more than 25 years. In his current role, he oversees finance and strategic planning for Verizon's largest business unit. The father of two, John holds a bachelor's degree from Providence College and a master's degree from Bentley College. Generous with his time, he has served as Chairman of The United Way of Southeastern New England and as Director of the Greater Rhode Island Chamber of Commerce, the Massachusetts Telecom Council, and the Rhode Island Public Expenditure Council.

The daughter of Mary Fischer Bell '34, **Elizabeth LeVaca** is a generous and enthusiastic supporter of the College. A registered nurse, Elizabeth holds a bachelor's degree in nursing from The Catholic University of America, as well as certificates as a clinical nurse specialist and a nurse practitioner. She has been a member of Sigma Theta Tau, the Nursing Honor Society, for more than two decades. The mother of two, she is a current board member of the AIDS/

HIV Services Group and a past board member of Hospice of DC.

**Rev. Leo O'Donovan, SJ** is a noted theologian, educator, and author. Currently President Emeritus and Professor of Theology at Georgetown University, Father O'Donovan has also taught at Weston School of Theology, Woodstock College, Union Theological Seminary, and Loyola College. Holding degrees from Georgetown, Fordham University, Woodstock College, and the University of Münster in West Germany, he has been published extensively in religious and academic periodicals and journals, has edited five books, and has lectured throughout the world. With a long history of service on academic, community, and corporate boards, Father O'Donovan currently serves on the Advisory Board of Corpus Christi School in New York City, the Campaign Steering Committee of Weston Jesuit School of Theology, and the Board of Directors of The Walt Disney Company.

## We Remember

*With thanks for their faith, wise counsel, and generosity of service*



**Blanche Blank**

A devoted friend over the decades and trustee from 1987 to 1993, Blanche Blank died after a brief illness on December 19. She was the recipient of an honorary degree from the College in 1994.



**Frank McDermott Jr.**

Always passionate about the College, Frank McDermott Jr., who died on December 7, contributed to the advancement of the College as a trustee from 1979 to 1985. He was integral in introducing a formal institutional planning process lauded by our accreditors even today as one of the College's great strengths.



**William Maloney**

The consummate Christian gentlemen, William Maloney died on May 5. A member of the Board of Trustees for several years, he was the husband of the late Katherine Kenney Maloney '38.



**Charles Millard**

A long-time supporter of the College, Charles Millard died on October 20. A member of the Board of Trustees in the 1970s, the College is stronger for his generous service.

*As we went to press, we were saddened to learn of the death of James J. Nicholson, former chairman of the Board of Trustees. A tribute to him will appear in the next issue of Quarterly.*



## Free Career Resources of MonsterTRAK Now Available to Alumnae/i

Counseling, Career Development and Placement Services (CCD&P) is excited to announce the addition of MonsterTRAK to their free career resources available to alumnae/i of the College. MonsterTRAK is the number one college-sponsored website for students and alumnae/i looking for full-time and part-time jobs, internships, and on-campus employment. Through CNR's exclusive MonsterTRAK web page, you now have 24-hour access to job opportunities targeted to the College and the New York area, as well as positions available nationwide.

### With MonsterTRAK you can ...

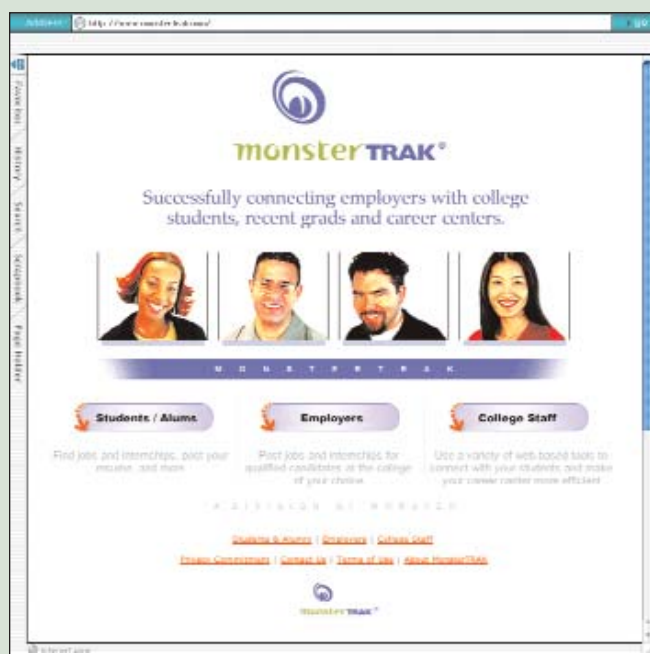
- Search for full-time and part-time jobs
- Send and post your resume online
- Learn about employers through employer profiles
- Pick up helpful tips on job search, resume writing, and interview skills
- Learn about salary ranges and the cost of relocating through salary and cost of living wizards
- Access current articles on career issues and the job market

Getting started with MonsterTRAK is easy! All you have to do is...

### Off-campus:

- Go to [Monstertrak.com](http://Monstertrak.com)
- Click "Students/Alums" button
- Click NY on map
- Select "College of New Rochelle" and press "click here"
- CNR's password is castle – enter password and click "submit"
- Click "jobs and internships" to search for jobs, internships, and work-study positions
- or
- Click "register/upload resume" to create your personal MonsterTRAK profile and/or upload your resume

If you have any questions about MonsterTRAK, please contact CCD&P at 914-654-5562.



## YOUR CHANCE TO RECONNECT IS FAST APPROACHING!

**This year, the Office of Alumnae/i Relations will launch a revolutionary  
Online Alumnae/i Directory.**

Via the Internet, alumnae/i will be able to find and keep in touch with friends and classmates; automatically receive class notes, event listings, and other updates; maintain their own personal profile page and their OWN privacy standard; control the information they receive, from whom, and how often; and much more.

**More details on this exciting new development will appear in future issues of *Quarterly*.**



## *Join Us to Celebrate Our Centennial!*

### **January**

Ongoing through  
March 31, 2004  
January 31, 2004  
Castle Gallery Exhibit:  
Return of the Creche  
Alumnae/i Day of Retreat:  
Reflections on St. Angela

### **February**

February 5, 2004  
February 11, 2004  
February 19, 2004  
February 29, 2004  
Ursuline Institute Lecture: Reading,  
Writing, and Getting Published: A  
Labyrinthine Journey  
with Sr. Nancy Malone, OSU  
7:15 pm, Romita Auditorium  
Alumnae/i Event: Vero Beach, Florida  
Convocation: At Our Heart: Diversity  
with Cornel West  
Alumnae/i Event: Palm Beach, Florida

### **March**

March 3, 2004  
March 18, 2004  
March 20, 2004  
March 23, 2004  
March 24, 2004  
March 27, 2004  
SNR Presentation: Literature as a  
Lens on Lifelong Learning  
SAS Dowell Lecture  
Alumnae/i Seminar Day  
Convocation: In Celebration of  
Women's Colleges  
Panel Discussion: Women's Colleges  
GS Conference Day: Building  
Resilience Through the Life Cycle  
9 am-1 pm, Main Campus

### **April**

April 1, 2004  
April 2, 2004  
April 15, 2004  
SAS Symposium: Human Rights  
Tour, Liturgy & Dinner  
Cathedral of Our Lady of the Angels  
4 pm, Los Angeles, California  
Community Service:  
Local Service Day

### **April (continued)**

April 18, 2004  
April 21, 2004  
April 22, 2004  
April 25 –  
June 27, 2004  
April 27, 2004  
Alumnae/i Event: Massachusetts  
Convocation: Education for Service  
Trustee Gala  
Cipriani 42nd Street, NYC  
Castle Gallery Exhibit:  
The Westchester Biennial 2004  
Opening Reception – April 25, 2-4 pm  
SN Symposium: Interdisciplinary  
Approaches to End of Life Care  
3-8 pm, Main Campus

### **May**

May 2, 2004  
May 12, 2004  
May 27, 2004  
Centennial Strawberry Festival  
12-5 pm, Main Campus  
Lunch & Tour  
Central Park Conservancy  
12 noon, Central Park, NYC  
Centennial Commencement  
12 noon, Radio City Music Hall

### **June**

June 4-6, 2004  
June 5, 2004  
Alumnae/i College Weekend  
Convocation: For the Second Century,  
Why Catholic?  
with Elizabeth Johnson, C.S.J.

### **September**

September 18, 2004  
September 19, 2004  
100th Anniversary Dinner  
Grand Hyatt, NYC  
100th Anniversary Closing Liturgy  
with celebrant Edward Cardinal Egan  
2 pm, St. Patrick's Cathedral, NYC

For further information, please visit the College's website at [www.cnr.edu](http://www.cnr.edu)  
or contact the Office of Alumnae/i Relations at 1-800-850-1904 or [alum@cnr.edu](mailto:alum@cnr.edu).

### **IN THE FOOTSTEPS OF ST. ANGELA MERICI – MID-JUNE 2004**

Join us for a unique opportunity to experience the origin of the Ursuline story and deepen your understanding of the legacy of St. Angela Merici. During this five-day guided tour of Northern Italy, you will follow in the footsteps of St. Angela Merici, foundress of the Ursuline Order, with visits to Desenzano, her birthplace, and Brescia, where she founded her Company of St. Ursula in 1535.

If you are interested in participating or would like further information, please contact Judy Huntington at  
914-654-5939 or [jhuntington@cnr.edu](mailto:jhuntington@cnr.edu) by February 27.



# SAVE THE DATES

## for these exciting Centennial Events

### ► **Trustee Gala**

honoring

INDRA K. NOOYI



President and Chief Financial Officer, PepsiCo

and

SANDRA PRIEST ROSE GS'77



Reading Reform Foundation of New York

Thursday, April 22, 2004

Cipriani 42nd Street, New York City

### ► **100th Anniversary Dinner**

Saturday, September 18, 2004

Grand Hyatt, New York City

### ► **100th Anniversary Closing Liturgy**

celebrated by

EDWARD CARDINAL EGAN



Archbishop of New York

Sunday, September 19, 2004

St. Patrick's Cathedral, New York City

For further information about any of these events, call 877-793-2004.

See page 47 for a full calendar of Centennial events!

# Honor CNR's Centennial! Give a birthday gift to the College and yourself!

Create a living legacy to The College of New Rochelle with a Charitable Gift Annuity. You make a gift to the College, and, in return, CNR makes fixed payments to you for life. This year, help us increase our Charitable Gift Annuity Program to 100 donors as we celebrate CNR's 100 years of service!

You can calculate your annuity anonymously and without obligation with the Planned Giving Calculator!

| One Beneficiary |               | Two Beneficiaries |               |
|-----------------|---------------|-------------------|---------------|
| Age             | Annuity Rates | Age               | Annuity Rates |
| 65*             | 6.0%          | 65/65             | 5.6%          |
| 70              | 6.5%          | 65/70             | 5.7%          |
| 75              | 7.1%          | 70/75             | 6.1%          |
| 80              | 8.0%          | 75/75             | 6.3%          |
| 85              | 9.5%          | 75/80             | 6.6%          |
|                 |               | 80/85             | 7.3%          |

*\*Talk to us about the Deferred Gift Annuity option if you are under 65.*

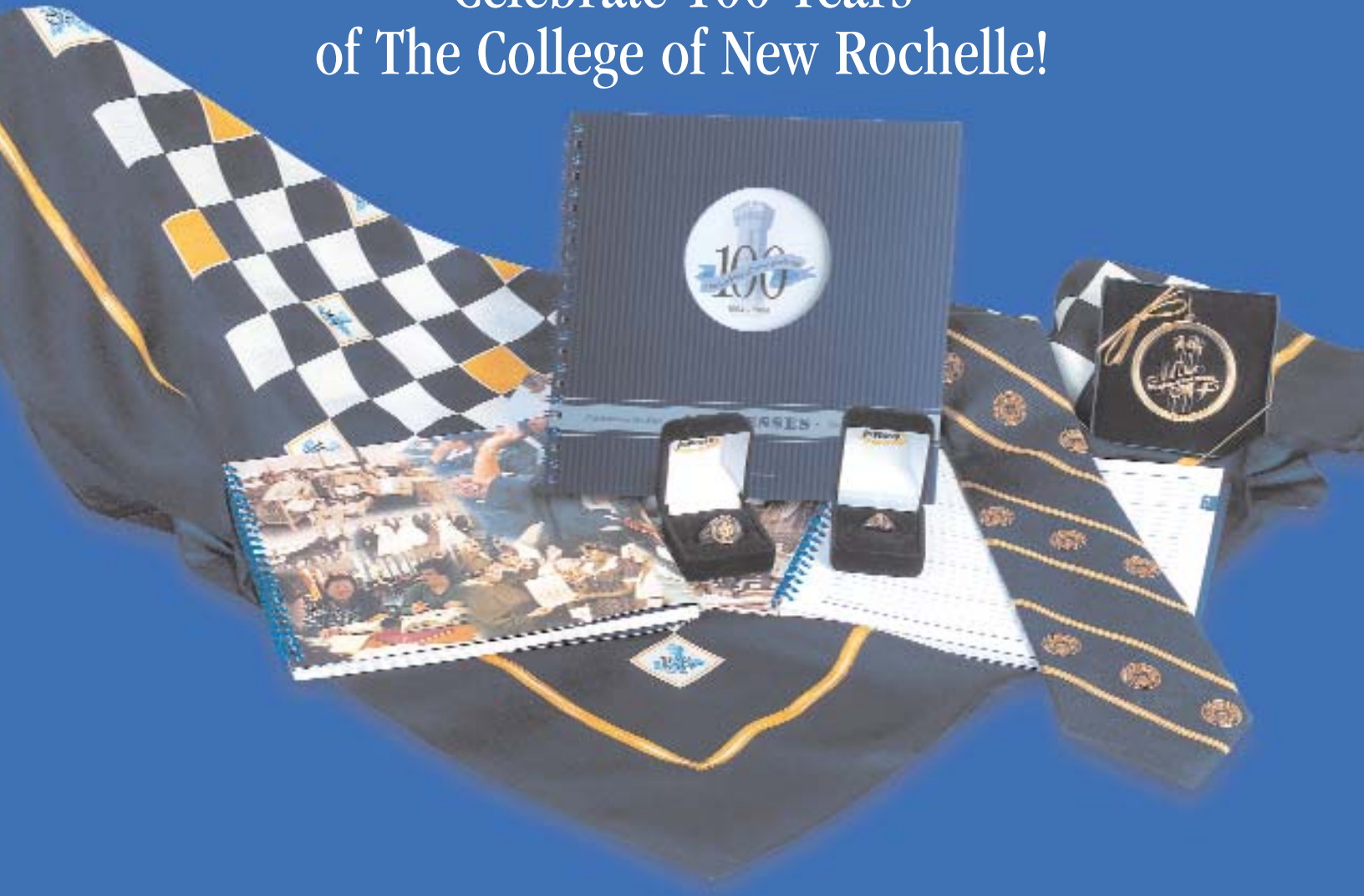
- Go to CNR's website: [www.cnr.edu](http://www.cnr.edu)
- Click "Gift Giving"
- Click on the "PG Calc" icon
- Enter gift amount and ages
- Choose one or two beneficiaries

See the income your gift will generate, and remember, your gift provides important support for future students of CNR.

For further information, call Dr. Carole Weaver at 914-654-5914 or email her at [cweaver@cnr.edu](mailto:cweaver@cnr.edu)



# Celebrate 100 Years of The College of New Rochelle!



Don't miss the Centennial Merchandise Brochure  
in the center of this issue of *Quarterly*!

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NEW ROCHELLE, NY 10805-2339

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